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ABSTRACT

This annotated bibliography lists more than 300 selected publications dealing with the broad topic of staff development and is designed to aid educational practitioners in identifying and selecting materials and resources related to programing for staff development. The booklet is organized into three main parts. Part 1 is composed of two sections that focus on the general topic of staff development and the related topic of change and the change process. Part 2 is composed of six sections that correspond to the steps outlined for program application in the Georgia Department of Education's "Resource Guide for Staff Development." These include needs assessment, identification of educational improvement programs, determination of educational personnel competencies, implementation of staff development programs, the management support system, and evaluation. Part 3 is composed of two sections that focus in turn on accountability and futurism in education. Although the bibliography was compiled primarily for use by educational practitioners in Georgia, it will be of use to those in other states as well. (Author/JG)

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STAFF DEVELOPMENT: SOURCES AND RESOURCES

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Field Test Edition
For Review and Discussion Only

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PREFACE

Bibliographies are hardly exciting reading. Or typing, for that matter. We practically had to chain the secretaries to their desks to get the job done!

However, we believe there are some good reasons for the booklet. For one thing, this is more than a bibliography; it's an annotated one. That means that the books and articles are either sampled to suggest their content, or analyzed to suggest their utilization, or both. The annotations, apart from the related notations, comprise a body of information and research that relates to staff development. So, if you don't like lists of books, then savor the annotations for what you can learn from them.

Likewise, the organization of the document can be instructive. Note that it's arranged in the same categories as those used in project applications. That was a deliberate attempt to marshall ideas appropriate to the designated elements and tasks related to planning staff development programs in Georgia. Thus, the organization of the items also makes it possible to check out those project areas where you need ideas or help.

Finally, a note of recognition. This resource was made possible by funds provided by the Georgia Department of Education to the Center. Initially, the funds were designated for technical assistance to local school systems. We thought, and they agreed, that we could use a portion of those funds to provide this kind of service to any or all school systems in the State.

So the document exists for use, especially staff development. We hope it helps.

ILP
LJB

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INTRODUCTION

In planning for staff development, materials from a wide variety of sources and on a diverse number of topics can yield helpful and relevant information. Yet, all too often, the practitioner has insufficient time to search the literature and to catalogue the resources of most interest. This bibliographic work is designed specifically to assist the practitioner in such an effort. Its purpose is to serve as a useful and time-saving guide in the identification and selection of current materials and resources relating to the complexity of issues involved in programming for staff development.

While the vast scope of materials associated with the topic limits claims to comprehensiveness, this work represents an initial review of basic printed sources. It further includes use of the ERIC system, existing bibliographic collections in related fields, and the suggestions of professional practitioners.

The work is organized into three major areas. Part I, "Rationale for Renewal," is composed of two sections which document selected bibliographic sources on the general topic of staff development and on the closely related subject of change and the change process.

In Part II, "Designing a Plan," the sections complement the six steps outlined for program application in the Resource Guide for Staff Development prepared by the Georgia Department of Education in

January, 1974. These steps and the compatible sections in Part II of this report are: (1) Needs Assessment, (2) Identification of Educational Improvement Programs, (3) Determination of Educational Personnel Competencies, (4) Implementation of Staff Development Programs, (5) The Management Support System, and (6) Evaluation.

Part III, "Credibility and Closure," takes the practitioner full circle to "responsibility for responsiveness" in staff development by reviewing current writings on accountability and on futurism in education.

In compiling this bibliography, it was not surprising to find many sources containing relevant information to a number of the categories in the classification scheme. In such cases, author judgment determined placement, recording notations of appropriateness for study in other areas where possible.

Selected annotations, previously assembled by ERIC System reviewers, are included, together with annotations prepared by the writers. Unannotated items are not to be considered of less importance than items with annotations.

To further assist the user, sources regarded as critical to consideration in planning for staff development are denoted by two asterisks (**). Those items marked with one asterisk (*) indicate recommended works, and the triple asterisk (***) identifies the entry as a bibliographic or reference collection.

Finally, the University of Georgia Library class numbers are entered in the main part of the text for selected items; to avoid repetition, call numbers for journal entries are recorded in the index.[1]

[1]The University of Georgia Library follows the Library of Congress classification system.

PART I

RATIONALE FOR RENEWAL

Professional renewal is a lifelong and career responsibility. It does not surface only at crisis periods or in connection with special projects. It is more than being certified and credentialed. It is a basic requirement for all members of the enterprise we call education. Staff development is one route to making necessary and fundamental changes. As a change process it is essential for excellence, indeed, for survival.

It is symtomatic of our times that confidence in educators and in schooling has been eroded. As institutions, schools perform a wide range of services that range from child care to teaching nuclear science. In performing these generalized functions, schools are vulnerable at any particular point where a sharp attack may come. While receiving high marks for service, schools have been subject to severe criticism in regard to responding to change, and in regard to particular learner outcomes.

Citizen demands have included the expectation for swift improvement in pupil achievement in basic skill areas, especially math and reading. There have been increasing calls for more attention to the young, to the gifted and to the handicapped. On one hand, some national and local commissions propose a more limited, a more controlled program of basics. On the other hand, others insist upon an extension into the community, more alternatives, more decentralization and differentiation. National and state testing has revealed deficiencies known but not exploited before.

Programs for staff development are a potent and professional response to these and other concerns. Explicit in these efforts are procedures for assessing learner needs and related goal priorities, for examining staff adequacy, for program selection to meet learner needs, for planned activities and program implementation, for leadership and support, and for evaluative data and feedback regarding outcomes.

Change is not enough. Change is acceptable only when there is adequacy in planning, procedures for involvement, and evidences of professional competency and related learner gains. Staff development projects in Georgia arise from student needs and focus on the competencies of those persons who are responsible for delivering the desired outcomes. So, while a change is not enough, neither is a program enough. The essential requirement is better education and improved learner achievement. The expectations are high, but so are the stakes.

I. Staff Development (General)

This section reports bibliographic sources of a general nature which contribute to a basic understanding of staff development. It is organized into two sections: (A) Landmark Publications, and (b) Related References in Supervision, Curriculum and Instruction.

A. Landmark Publications

In considering the general topic of staff development or inservice education only a few landmark publications exist. These include:

1. Edmonds, Fred, Ogletree, James, and Wear, Patricia, In-Service Education: Crucial Process in Educational Change. Bulletin of the Bureau of Services, Vol. 39, No. 1. Lexington, Ky.: University of Kentucky, Sept., 1966.

2. Harris, Ben M., Bessent, Walland, and McIntyre, Kenneth, In-Service Education: A Guide to Better Practice. Englewood Cliffs: Prentice-Hall, Inc., 1969.

LB 1731
H 28

The methods and materials presented in this volume offer a practical guide to the planning of effective in-service education programs. The book describes and illustrates a variety of laboratory sessions. These cover analyzing the evaluation of pupil performance, instruction, and lesson protocols, as well as studying communication programs and setting instructional objectives. The book is easy to use. It includes valuable chapter summaries, bibliographies, and appendices.

*3. Henry, Nelson (ed.), Inservice Education for Teachers, Supervisors, and Administrators. Fifty-Sixth Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 1957.

4. Kelley, Earl, The Workshop Way of Learning. New York: Harper and Brothers, 1951.

5. Rubin, Louis J., Improving In-Service Education. Boston: Allyn and Bacon, Inc., 1971.

LB 1731
I 4

6. Spears, Harold, Curriculum Planning Through In-Service Programs. Englewood Cliffs: Prentice-Hall, Inc., 1957.

LB 1731
S 741

B. References in Supervision, Curriculum, and Instruction

The major responsibility for staff development often falls to instructional supervisors and curriculum directors. In like manner, writings in the fields of supervision, curriculum, and instruction contribute significantly to an understanding and study of the topic. Among the numerous appropriate references in this area are:

7. Anderson, Richard (ed.), Current Research on Instruction. Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

LB 1028
C 84

This collection of writings on instruction includes works by recognized educators and psychologists on the following subjects: (1) Approaches to Instructional Research and Development, (2) Instructional

Objectives, (3) Prompting and Fading Techniques, (4) The Student Response, (5) Reinforcement and Feedback, (6) The Facilitation of Concept Learning, (7) Organization and Sequence, and (8) Evaluation of Instruction. (396 pp.)

**8. Bishop, Leslee J. (ed.), Improving Supervisory Competencies. Georgia Assn. for Supervision and Curriculum Development and the Center for Curriculum Improvement and Staff Development. Athens, Georgia: The Center, Department of Curriculum and Supervision, University of Georgia, 1973. (154 pp.)

This publication is a collection of writings organized into five major sections on (1) Survival and Renewal, (2) New Challenges and Means, (3) Toward Individualizing Instruction, (4) Processes That Make a Difference, and (5) Perspective and Possibilities. Each section presents different ways in which the supervisor can function more effectively. Articles of special interest include:

(a) Bishop, Leslee J., "The Centrality of Objectives," pp. 8-11.

Discusses the utilization of stating objectives and presents seven factors to consider in developing objectives.

(b) Saunders, Martha M., "Improving Functional Teaching Skills," pp. 28-33.

Indicates supervisors can promote functional teaching skills by providing assistance utilizing (a) simulation techniques of gaming, micro-teaching, micro-lab activities, (b) inquiry methods, discovery and problem-solving, and (c) observation strategies, interaction analysis, non-verbal behavior, and videotaping.

(c) Grimsley, Edith E., "A Staff Development Planning Format for Individualized Instruction," pp. 67-70.

Presents a planning format which illustrates the importance of considering key concept clusters in individualizing instruction with the assessment of program demands and staff requirements which yield consequences for staff development and give rise to staff development program characteristics.

(d) Ends, A. Walden, "Organization Development: An Alternative for Achieving Planned Change in Contemporary School Systems," pp. 102-106.

Emphasizes organizational development as a process for change, noting the importance of shared decision-making and individual identification with change objectives.

9. Cogan, Morris L., Clinical Supervision. Boston: Houghton-Mifflin, 1973.

Outlines a procedural strategy for providing an in-class, one-to-one approach to supervision.

10. Doll, Ronald C., Curriculum Improvement: Decision-making and Process. Second Edition. Boston: Allyn and Bacon, 1970.

LB 1570
D 59

11. Eye, Glen G., and Netzer, Lanore A., Supervision of Instruction: A Phase of Administration. New York: Harper & Row, 1965.

LB 2805
E 95

This book deals with the application of administrative function to the instructional program. It focuses on the purposes, patterns, participants, processes and products of a program for instructional supervision. It further includes a framework for long- and short-range planning of curriculum development and instructional improvements, with suggested criteria for evaluating supervisory effectiveness. A composite, representative bibliography is included; the format of the book is outstanding. (400 pp.)

12. Feyereisen, Kathryn V., Fiorino, A. John, and Nowak, Arlene T., Supervision and Curriculum Renewal: A Systems Approach. New York: Appleton-Century-Crofts, 1970.

LB 2822
F 45

The authors maintain that supervision, broadly conceived, embraces the total educational enterprise and thus relates to organization structure, curriculum design, and the instructional process. In the first section, they propose the "systems approach" to educational structures. In section two, they discuss a potpourri of subjects influencing the curriculum such as instructional television, computers, nongradedness, and flexible scheduling. The third and final section of the book deals with the ways and means of supervision, including such topics as preparation, certification and continuing education of teachers, the communications process, human relations, curriculum councils as they relate to the systems approach, and evaluation in the cybernetic system. (347 pp.)

13. Franseth, Jane, Supervision as Leadership. Evanston, Ill.: Row, Peterson Co., 1961.

LB 2805
F 835s

14. Frymier, Jack R. and Hawn, Horace C., Curriculum Improvement for Better Schools. Worthington, Ohio: Charles A. Jones, 1970.

15. Goldhammer, Robert, Clinical Supervision. New York: Holt, Rinehart, and Winston, Inc., 1969.

LB 2805
G 54

This text focuses on the improvement of the teaching act through "face-to-face" supervision, generally on a one-to-one basis. The total "sequence of supervision," in the authors scheme, involves five stages: the pre-observation conference, the observation, analysis and strategy, the supervision conference, and the post-conference analysis. Three case studies involving the supervision of three different kinds of teachers are presented with critiques of the supervisory process in each case. (370 pp.)

16. Goodlad, John I., The Changing School Curriculum. New York: Fund for the Advancement of Education, 1966.

LB 1570
665

17. Gordon, I. J. (ed.), Criteria for Theories of Instruction. Wash., D. C.: Association for Supervision and Curriculum Development, National Education Association, 1968.

Discusses the nature of instructional theory and presents a set of criteria for assessing the formal properties of instructional theories.

18. Gwynn, J. Minor, Theory and Practice of Supervision. New York: Dodd, Mead and Co., 1961.

LB 2805
G 995t

19. _____, and Chase, John B., Curriculum Principles and Social Trends. Fourth Edition. New York: MacMillan, 1969.

LB 1570
G 9

*20. Harris, Ben M., Supervisory Behavior in Education. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

LB 2806
H 313s

**21. Heald, James E., Romano, Louis G., and Georgiady, Nicholas P. (eds.), Selected Readings on General Supervision. New York: The MacMillan Co., 1970.

This book provides a wide selection of reference materials and articles on administration and supervision. The authors have put together pertinent articles on the nature of organizations, leadership, supervisory roles and procedures for improving members' performance within organizations. This collection of readings seems especially suitable for the in-service needs of supervisors and administrators. (442 pp.)

22. Hyman, Ronald T. (ed.), Teaching: Vantage Points for Study. Philadelphia: J. B. Lippincott Co., 1968.

This is an excellent collection of readings on the topic of teaching. It is organized into seven sections, each dealing with a different aspect, e.g., cognitive and intellectual behavior, communications, social climate, emotional climate, aesthetics, games, and strategy. (465 pp.)

23. Lawler, Marcella (ed.), Strategies for Planned Curricular Innovations. New York: Teachers College Press, 1970.

*24. Lucio, William H., and McNeil, John D., Supervision: A Synthesis of Thought and Action. New York: McGraw-Hill Book Co., 1969.

LB 2805
L 76
1969

The major theme throughout this text is supervision by objectives. In Part I, the changing views of supervision and supervisory roles are discussed. Part II focuses on social systems and supervision, and Part III on the human skills in supervision. Finally, Part IV deals with technical skills in supervision. The book is well written; it contains a selected bibliography and index for easy reference. (282 pp.)

25. Mosher, Ralph L. and Purpel, David E., Supervision: the Reluctant Profession. Boston: Houghton Mifflin, 1971.

26. Neagley, Ross L., and Evans, N. Dean, Handbook for Effective Supervision of Instruction. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

LB 2819
N 34
1970

This handbook relates the theory and current concepts of instructional supervision to practical situations. Special features include (1) attention

to the supervisory organization and roles of the superintendent, director of instruction, principal, department head and special area supervisor, (2) provision of case studies and simulated materials on supervisory situations and problems, (3) descriptions of individual and group techniques to improve instruction, (4) practical discussion of change and innovation, and (5) realistic approach to evaluation of supervision progress. (362 pp.)

**27. Netzer, Lanore A., Eye, Glen G., Graef, Ardelle, Krey, Robert D., and Overman, J. Fred, Interdisciplinary Foundations of Supervision. Boston: Allyn and Bacon, Inc., 1970.

This publication includes reviews, abridgments, and excerpts from various journals, monographs, and books centered around seven important concepts of supervision: (1) the meaning and function of theory, (2) methodology of change, (3) democratic relationships, (4) community impacts upon the school, (5) processes of influencing staff, (6) maximum utilization of staff talent, and (7) attributes of evaluation. It presents the salient ideas of recognized experts in the area and seems to be well suited to the needs of a busy practitioner. (400 pp.)

28. Oliver, Albert, Curriculum Improvement: A Guide to Principles and Procedures. New York: Dodd, Mead and Co., Inc., 1971.

29. Sergiovanni, Thomas J. and Starratt, Robert J., Emerging Patterns of Supervision: Human Perspectives. New York: McGraw-Hill Book Co., 1971.

LB 2805
S 52

This book is organized into two major parts. The first part focuses on the human organization, while the second part is devoted to the planning and development of the human curriculum. (309 pp.)

***30. Tyler, Ralph L., A Selected Guide to Curriculum Literature: An Annotated Bibliography. Wash., D. C.: Center for the Study of Instruction, NEA, 1970.

This guide brings together a number of important references on curriculum theory and development, and indicates the significance of these works concerning the improvement of research and activity in the area of curriculum.

*31. Unruh, Adolph and Turner, Harold E., Supervision for Change and Innovation. Boston: Houghton Mifflin, 1970.

LB 2806
U 57

This book presents a practical approach to supervision and emphasizes the day-to-day problems which supervisors face in their profession. Included in the text are helpful descriptions of supervisory concepts, processes, and techniques, the management of people, curriculum work, inservice education, individualizing assistance, and change strategies. Each chapter contains a section on "problems for group discussion" and "selected readings." A reference index is also included. (333 pp.)

*32. Wiles, Kimball, Supervision for Better Schools. Third Edition. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

LB 2805
W 5

*33. Williams, Stanley W., New Dimensions in Supervision. Scranton: Intext Educational Publisher, 1972.

*34. Wilson, L. C., Byar, T. M., Shapiro, A. S., and Schell, S. H., Sociology of Supervision. Boston: Allyn and Bacon, Inc., 1969.

Proposes a redeployment of supervisory resources to bring comprehensive program planning and development into the fore.

II. The Change Process

The function of staff development is change--change that develops new perceptions and skills in teachers, supervisors and administrators, change which enhances the curriculum, the instructional process, and the school environment, change which leads ultimately to improved student learning. The literature contains many good sources to assist the practitioner in better understanding change and the change process. The following items represent an initial listing from among these sources.

*35. The theme, "Sharing In Change," was used for the January, 1970, issue of Educational Leadership. Among the more helpful articles included in this issue are:

(a) Miller, Richard I., "Kinds of Change," pp. 331-333.

(b) Klopf, Gordon J., "Interaction Processes and Change," pp. 334-338.

(c) Miller, Peggy L., "Innovation and Change in Education," pp. 339-340.

(d) Hamilton, Norman K., "Sensing and Timing in Change," pp. 341-342.

(e) Cunningham, Luverne L., "Community Involvement in Change," pp. 363-366.

(f) Doak, E. Dale, "Organizational Climate: Prelude to Change," pp. 367-371.

*36. "Students Influence Teachers to Change" was the theme of the October, 1973 (Vol. XII, N. 4), issue of Theory into Practice. Various articles document the responsiveness of teachers to students and demonstrate the influence of students on teachers in bringing about change.

Other resources which contribute to the study of "change" include:

**37. Bennis, Warren G., Benne, Kenneth D., and Chin, Robert (eds.), The Planning of Change. Second Edition. New York: Holt, Rinehart and Winston, 1969.

This volume represents a milestone publication on the subject of planned change in all areas of social practice. It treats such topics as theories, strategies and methods, organizational change, utilization of scientific knowledge, helping relationships, consultant role, diffusion of innovation, system models, socio-technical systems, problem-solving, survey feedback, resistance to change, etc. It also provides special help in understanding the current status of planned change. A helpful index is provided. (627 pp.)

38. Carlson, Richard O., Adoption of Educational Innovations. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

Traces the life cycles of six innovations and gives major attention to the factors which relate to varying rates of adaption and diffusion of innovations. The report is based upon research conducted among 107 school superintendents in two states. (84 pp.)

39. Center for the Advanced Study of Educational Administration, Change Processes in the Public Schools. Eugene, Orgeon: The Center, University of Oregon, 1965.

Includes research papers originally presented at a seminar on change for school officials. The papers focus on barriers to change, planned change and organizational health, characteristics of innovators, and the relevance of research to practitioners. Contributing authors are Richard Carlson, Art Gallaher, Matthew Miles, Roland Pellegrin, and Everett Rogers. (92 pp.)

40. Frymier, Jack, A School for Tomorrow. Berkeley, Calif.: McCutchan Publishing Co., 1973.

LB 1026
F 78

41. _____, Fostering Educational Change. Columbus, Ohio: C. E. Merrill Publishing Co., 1973.

42. Havelock, Ronald G., A Guide to Innovation in Education. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1970.

LB 1027
H 3

43. _____, Planning for Innovation: A Comparative Study of the Literature and the Dissemination and Utilization of Scientific Knowledge. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1969.

LB 1025
H 3

*****. _____, Huber, Janet C., and Zimmerman, Shaindel, Major Works on Change in Education: An Annotated Bibliography. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, 1969.

Z 5811
H 3

Annotates 39 major works on change; includes author and subject indices.

45. Heichberger, Robert L., "Toward a Strategy for Humanizing the Change Process in Schools," Journal of Research and Development in Education, Vol. 7, No. 1 (Fall, 1973), pp. 78-85.

46. Kimpston, Richard D. and Sonnabend, Leslie C., "Organizational Health: A Requisite for Innovation?", Educational Leadership, Vol. 30, No. 6 (March, 1973), pp. 543-547.

47. Leeper, Robert (ed.), Strategy for Curriculum Change. Wash., D. C.: Association for Supervision and Curriculum Development, 1965.

LB 1570
A 2

Includes papers presented at the First ASCD Seminar on Strategy for Curriculum Change. Contributors were Ralph Kimbrough, Herbert Lionberger, Ronald Lippitt and Kimball Wiles. The papers report technical analyses of "strategies" from an organizational frame of reference. They include some case material as well as quantitative research evidence. (75 pp.)

**48. Miles, Matthew B. (ed.), Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

LB 7
M 643i

This book provides thoughtful study of change processes by some 34 persons--educators, sociologists, psychologists--who have worked in the midst of educational change. The writers deal with such questions as: What causes resistance to change? Why is a particular innovation strategy so effective? In the book, case studies are analyzed to uncover what happened when certain innovations were introduced. Also, separate studies of research and theory in educational innovation are presented. Bibliographic information and the index provide easy reference use. (690 pp.)

49. Orlosky, Donald, and Smith, B. Othanel, "Educational Change: Its Origin and Characteristics," Phi Delta Kappan, Vol. 8, No. 7 (March, 1972), pp. 412-414.

Provides insight on why innovations succeed or fail, and offers suggestions in planning for innovation today.

50. Piele, Philip K., et. al., Social and Technological Change: Implications for Education. Eugene, Oregon: The Center for the Advanced Study of Educational Administration, 1970.

51. Rabun, Don, The Dynamics of Change. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

52. Riordan, Robert C., Alternative Schools in Action. Bloomington, Indiana: Phi Delta Kappa Education, 1972.

LB 1027
R 53

53. Watson, Goodwin (ed.), Change in School Systems. Cooperative Project for Educational Development. Wash., D. C.: National Education Association, 1967.

LB 2806
C 6762

Describes the Cooperative Project for Educational Development and its interest in such topics as socialization, organizational development, strategies for changing school systems, and the role of the trainer change-agent. Contributing authors are Paul Buchannan, Robert Fox, Charles Jung, Ronald Lippitt, Dorothy Mial, Matthew Miles, and Goodwin Watson. (115 pp.)

PART II

DESIGNING A PLAN

"Staff development is a planned program designed..." So begins the Georgia State Department of Education Resource Guide. Program planning and designing are critical skills. They are not achieved casually. Even more important, the results of that planning and that designing have important consequences to both the learners who are to learn and to the professionals who are to facilitate the learning.

Goals and objectives arise from expectations and priorities. They become the focal points for organizing the plans, obtaining and utilizing the resources and managing the instructional environment. Planning is the process for translating goals and objectives into the specifics that are required for implementation.

The Georgia plan proposes that discrepancies between what is intended and what presently exists represents a need. The critical needs are those that relate to learners.

Further, there is the recognition that the best catalyst for meeting these needs is a carefully designed educational improvement program that relates directly to the identified problem areas. Developed locally or adapted from other systems, programs must exhibit adequacy in their design and have appropriate media and materials.

Professional competencies are the key to facilitate the intended impact upon programs and upon learners. No one can be excluded--administrators, supervisors, teachers and support personnel, all are involved. Provision must be made for changes in attitudes, improvements in skills, opportunities to research and observe exemplary program in operation, and laboratory experiences to develop the necessary competencies.

Objectives and plans must be translated into opportunities for learners. The environment must be created, the materials must be utilized, the classroom transactions occur, the modifications made in ongoing and related programs to accommodate the new emphasis. The implementation phase represents the climax of the whole process. For it is at this point that staff competencies, program design, curricular resources and support features all must operate as planned.

Support and reinforcement are essential. They arise in school system provisions and policies. They are implemented in media centers, schools, workshops, classrooms and community sites. The effort must be sustained, the leadership must lead, the materials must flow to their designated places for utilization. Decisions will be required to make changes, to maintain the work flow, to re-examine the objectives and the adequacy of the materials. Defined responsibilities must be met, events must occur as planned.

In this work flow of planned transactions, evaluation becomes a continuing and operational concern. All levels and all segments of the project need to be assessed. Are they on schedule? Are they as

efficient as possible? Are results obtained at each point creditable and worth continuing? To answer these questions new instruments, new measures or new routines may need to be instituted - each designed to provide guides to improvement and information to share.

The circle must be completed to ensure that needs are being met, competencies are being developed, program elements are being implemented, support, reinforcement and leadership are being provided, and that these developments are reviewed and reported. Staff development must be more than a plan; it must be "a planned program designed to prepare educational personnel to implement specific local improvement activities which are directed toward locally determined priority student needs."

I. Needs Assessment

The term "needs assessment" refers to the identification and documentation of the discrepancies which exist between "what is" and "what ought to be". Strategies and procedures for conducting a needs assessment vary from the relatively simple to the very complex, and there are numerous good resources available to assist the practitioner in this activity. General references on the topic are reported in the first sub-section. Sources relating specifically to "goal analysis" are found in the next, and those pertaining primarily to "community-student-staff relations and involvement" are located in the third sub-section.

A. General References

54. Bradley, P. A. and Wooley, D., Making Better Decisions on Assessed Needs: Differentiated School Norms. Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February, 1974.

This paper discusses the use of student performance data as an input to the last phase of a needs-assessment evaluation. The weaknesses for this purpose of national pupil norms are examined and it is suggested that improved data are required to reflect the many differences that exist between schools. Specifically, two changes are proposed, the provision of national school norms with standardized tests as well as pupil norms and, if feasible, norms for different "types" of schools. Hypothetical examples are presented in graph form and the uses of such data are discussed. (12 pp.)

55. Deck, L. Linton, Jr., Educational Needs Assessment: Priorities for Education in the Public Schools of Orange County, Florida. Orlando, Fla.: Orange County Board of Education, 1973.

56. Fine, T. W., "Implementing a Needs Assessment Program," Educational Technology, Vol. 9, No. 2 (Feb., 1969), pp. 30-31.

This article presents a simple, "how-to-do-it" statement which is helpful in gaining familiarity with the concept.

57. Fitzgerald, Peter, "Assessing the Perceived Needs of Students," Education, Vol. 92, No. 3, pp. 13-14

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58. Florida Department of Education, An Assessment of Educational Needs for Learners in Florida, 1970. Bureau of Research. Tallahassee: Florida Department of Education, 1970.

This report, part of the Florida Department of Education educational needs assessment study, identifies eight critical learner needs and the target population most associated with each need. A first section is a selected statistical abstract that describes the Florida population, with a wide variety of information gathered from public and private agencies being provided. The next section sets forth the statistical results of an assessment made of seven perennial objectives--cardinal principles enumerated by the NEA--based on strategies developed by the ENAS Task Force. Following this section is tabulated data from a survey analysis of educational practices in all 67 Florida school districts. The eight critical learner needs are identified in a final section.

59. Fresno City Unified School District, California, Brainstorm-A Sub-Project Assessing Educational Needs as Perceived by School Staff: Project Design. Interagency Planning for Urban Educational Needs, No. 1, Fresno City Unified School District, Calif.

This report is one in a series of needs assessment publications that comprised the initial phase for Project Design, an ESEA Title III Project administered by the Fresno City Unified School District.

Sub-program Brainstorm was conceived to provide an opportunity for all staff members of the Fresno City Schools to contribute directly to various phases of the project. The Brainstorm Program was geared to identify areas in which current educational programs and services fail to meet perceived standards of quality or optimum education. A training session was held for 43 teachers recognized as effective group discussion leaders. Each then conducted a minimum of three brainstorm sessions. A total of 166 sessions were organized through the district to reduce traveling to a minimum. Reports were forwarded immediately after each session. Data were classified under six major groups of needs: (1) personnel, (2) students--general, (3) students--specific groups, (4) management, (5) plant, and (6) relationships. A frequency distribution was arranged. No attempt was made to establish priorities among the stated needs.

60. Griffin, G. A., "Needs Assessment as a Concealing Technology," Educational Leadership, Vol. 30, No. 4 (Jan., 1973), pp. 324-6.

Educational needs are determined by the distance of the student's present behavior from some desired behavior, but author warns that the substituting of technology for open and public debate about these vitally important matters is a morally dangerous one.

*61. Hoepfner, R., Bradley, P. A., Klein, S. P., and Alkin, M. C., Elementary School Evaluation Kit: Needs Assessment. Center for the Study of Education. Boston: Allyn and Bacon, 1972.

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62. Klein, S. P., Hoefpner, R., Bradley, P. A., Wooley, D., Dyer, J. S. and Strictland, C. P., Procedures for Needs Assessment Evaluation: A Symposium. Graduate School of Education, Center for the Study of Evaluation, Los Angeles: University of California, 1967.

63. Kurth, R. W., A Report on the Florida Educational Needs Study. Tallahassee: Florida State Department of Education, 1971.

This paper is a report on one effort to place need assessment on a more substantive and responsible basis as a critical component of planning and decision-making. The study concentrated on producing five different but complementary types of information: (1) a description of the status of learners in seven broad behavioral areas, (2) a statement of critical needs in these areas, (3) a description of the population characteristics most highly correlated with each identified need; (4) an evaluation of the effect which certain selected system inputs have on each needs, and (5) an analysis of the options which certain "educationally-relevant" sub-populations hold regarding education. Three strategies are utilized to this end: (1) a secondary analysis of state and district socio-economic, ethnic, and educational data, (2) a survey of the educational practices and learner characteristics of Florida school districts, and (3) a sampling of the opinions of selected sub-populations. The appendices include a list of eight behavioral areas in which needs were identified, eleven need-susceptable target populations with critical needs identified, and details of the effectiveness of system inputs.

64. Lamitie, R. E., "Needs Assessment: A Vital First Step in Planning for Improvement," Catalyst for Change, Vol. 1, No. 3, pp. 17-19.

65. Lee, Walter, S., "The Assessment, Analysis and Monitoring of Educational Needs," Educational Technology, Vol. 12, No. 4 (April, 1973), pp. 28-32.

66. Morrisett, Irving, "Accountability, Needs Assessment and Social Studies," Social Education (1973), pp. 271-279.

67. _____, Needs Assessment: Booklet for Developing Evaluation Skills. Tucson, Arizona: Educational Innovators Press, 1970.

This booklet seems to stress the stating and selecting of educational objectives from the "top down," which is incompatible with a "grass roots" orientation and the desire to have an empirical needs data base before comprehensive objectives are formulated.

68. Stake, Robert E., and Gooler, Dennis, "Measuring Education Priorities," Educational Technology, Vol. 10, No. 9 (Sept., 1971), pp. 44-48.

69. Swelgert, R. L., Jr., "The First Step in Educational Problem-Solving: A Systematic Assessment of Student Benefits," Paper presented at the Planned Leadership for Evaluation Development of Goals for Education Conference, San Jose, Calif., Oct. 1969.

70. Thayer, Arthur N., "Needs Assessment-Component 1," Thrust for Educational Leadership, Vol. 1, No. 2 (Dec/Jan, 1972), pp. 34-37.

71. Trull, J. R., A Proposal for the Implementation of the Needs Assessment Model, EDRS, 1973.

An implementation proposal of a needs assessment model for South Carolina's public schools is presented. Part one, a narrative presentation of the suggested procedure, includes: identification of task force members, formation of the expenditure coordination committee, task force training conferences, task force organizational meetings, task force status conference, development of planning documents, program control seminar and project format, report system to state department of education officers, implementation, evaluation, recycling, development of a state-wide data collection system, state-wide implementation, reports to task forces by supervisor of evaluation, and final decision by the planning task force. Part two, a schematic representation of the major divisions in the procedure, contains 19 implementation cycle activities.

72. Woodbury, C. A., et. al., Conceptual Model for Assessment and Analysis of Learner-Oriented Educational Needs of Virginia. Bureau of Educational Research. Charlottesville: Virginia University, 1970.

Funding of much creative effort to solve educational problems is riding on effective needs assessment and, therefore, suggests a model for accountability as well as identification of cognitive and affective needs. Concepts for model constructs are several, including the learner's unique self-social system - the school and classroom with its own mix of interacting influences such as policy, instruction, content, and personnel and their perceptions. Output gaps between criterion behaviors and attainment can then be analyzed for present accountability and used as guidelines for change, planning, and continuous assessment.

73. _____, Research Model for State Educational Needs Assessment. Paper presented at American Educational Research Association Annual Meeting Minneapolis, Minnesota, March 2-6, 1970.

Assignment of ESEA Title III monies to state agencies mandates a research model for needs assessment to facilitate interstate comparisons and generalizations. Theoretical postulates for and empirical evidence from the Virginia needs assessment project suggest a prototype design, moving in three phases from ideas into program outcomes. Phase I identifies documentary policy guidelines from authoritative and nonauthoritative sources internal and external to the state, identifies documentary program recommendations from internal authoritative sources, and secures perceptions of educational objectives from internal nonauthoritative sources. Phase II involves comparative analysis of documentation and perceptions with actual attainments in learner-oriented and learner-facilitative domains to identify gaps as operationally defined needs, and involves determination of need characteristics -- incidence, criticality, dispersion, and consociation. Phase III involves a planning design for periodic reassessment.

B. Goal Analysis

On the topic of defining and stating major educational goals, a good source is:

74. Campbell, V. N. and Mark , D. G., Identifying and Formulating Educational Problems. Palo Alto, Calif.: America Institutes for Research, 1967.

Pages 20-25 focus on the topic "Criteria for the Adequacy of Problem Definition." The authors take a comprehensive approach to "problem definition," one which might be seen as including parts of the problem solution.

Other good sources include:

75. Baker, Eva L., "Parents, Teachers, and Students as Data Sources for the Selection of Instructional Goals," American Educational Research Journal, Vol. 9, No. 8 (1972), pp. 403-411.

76. Brown, Leslie M., Aims of Education. New York: Teachers College Press, 1970.

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77. Georgia Department of Education, Goals for Education in Georgia. Atlanta, Ga.: Dept. of Education, Division of Planning, Research and Evaluation, 1970.

78. Krug, Mark M. (ed.), What Will Be Taught - The Next Decade. Itasca, Illinois: F. E. Peacock, 1972.

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79. Mager, Robert, Goal Analysis. San Francisco: Fearon Publishers, 1972.

Describes a process to assist in stating abstract or intangible goals so as to be able to make better decisions toward their achievement and be able to recognize progress and success.

80. Popham, W. J. and Baker, E. L., Establishing Instructional Goals. Englewood Cliffs: Prentice-Hall, 1970.
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81. Saylor, Galen, "What Is Relevant for Today's Students?" Educational Leadership, Vol. 31, No. 1 (Oct. 1973), pp. 41-44.

Proposes that the two determinants of any educational program are the students being educated and the society which establishes the schools, and indicates that relevancy can be attained in light of these considerations.

82. Weischadle, David E., Goal Setting: Trenton Public Schools. Trenton, N.J.: Trenton State College, 1972.

The next three entries describe the Delphi Technique for involving individuals in goal analysis and setting.

* 83. Cyphert, Frederick and Gant, Walter, "The Delphi Technique: A Tool for Collecting Opinions in Teacher Education," Journal of Teacher Education, Vol. 21, No. 3 (Fall, 1970), pp. 417-25.

Presents an interesting application of the Delphi Technique to the ordering of goals.

84. Weaver, W. Timothy. "The Delphi Forcasting Method," PhiDelta Kappan, Vol. 52, No. 5 (Jan., 1971), pp. 267-72.

85. Wishart, Blaine, "Delphi Technique: Integral Project Resource Element," Thrust for Education Leadership, Vol. 1, No. 2 (Dec/Jan. 1972), pp. 45-46

C. Community-Student-Staff Relations and Involvement

Attention to community-student-staff relations and involvement is critical to conducting an effective needs assessment as well as to every other phase in planning and programming for staff development. A review of the literature documents the significance of this involvement and illustrates specific ways to gain increased participation in these processes (needs assessment, curriculum policy making, specifying educational goals and objectives, determining educational outcomes) via the establishment of school-community coordinating councils and steering committees, and the administration of community and parent surveys. The following references support the basic rationale for fostering improved community-student-staff relations and involvement.

#86. The journal of the Association for Supervision and Curriculum Development, Educational Leadership (May, 1972), prepared a special feature on "Community Involvement in Curriculum." For different perspectives, you will want to see the following articles:

(a) Alexander, William, "Community Involvement in Curriculum: Editorial," pp. 655-57.

(b) Hamilton, Norman, "The Decision-making Structure of a School System," pp. 668-671.

(c) McCoy, Rhody, "Ingredients of Leadership," pp. 672-673.

(d) Fantini, Mario, "Community Participation: Many Faces, Many Directions," pp. 674-80.

(e) Wilcox, Preston, "Changing Conceptions of Community," pp. 681-86.

87. The journal, Theory Into Practice (Oct. 1969), published by The Ohio State University, also devoted an entire issue to this topic.

88. Alkin, Marvin C., and Churchman, David, "Lay and Professional Opinion in Selecting and Evaluating Goals and Objectives," Educational Technology, Vol. 12, No. 12 (Dec., 1972), pp. 39-41.

89. Billings, Charles, "Community Control of the School and the Quest for Power," Phi Delta Kappan, Vol. 53, No. 5 (Jan. 1972), pp. 277-78.

***90. Clark, Walter E., Community Power and Decision-Making: A Selective Bibliography. Council of Planning Librarians, Post Office Box 229, Monticello, Illinois.

91. Cunningham, Lavern L., "Trends and Issues in Participation," in Emerging Patterns of Administrative Accountability. Lesle H. Browder, Jr., ed. Berkeley: McCuthchen Publishing Corp, 1971.

92. Frey, Sherman H., "Policy Formulation--A Plan Involving Teachers," The Clearing House, Vol. 43, January 1969.

93. Gross, Neal, "Who Controls the Schools?" in Education and Public Policy. Seymour Harris (ed.), Berkeley: McCutchen Publishing Corp., 1965.

94. Hoke, Fred A., Basile, Donald D., and Whiting, C. Robert, "How to Improve Community Attitudes," Phi Delta Kappan, Vol. 53, No. 1 (Sept. 1971), pp. 30-32.

95. Kirst, Michael, and Walker, Decker, "An Analysis of Curriculum Policy Making," Review of Educational Research, Vol. 41, No. 5 (Dec., 1971), pp. 480-81.

96. Marburger, Carl L., School and Community: The Need for a New Relationship. Los Angeles, Calif.: American Educational Research Assn., 1969.

97. McCarty, Donald, "Community Influence Systems and Local Educational Policy Making," The School Administrator (Feb., 1971), pp. 7-10.

98. McCarty, Donald, and Ramsey, Charles, The School Managers: Power and Conflict in America Public Education. Westport, Conn.: Greenwood Publishing Corp, 1971.

99. Newbury, D.N. and Wells, D. W., "Staff Development Through Association," Theory into Practice, Vol. 11, No. 4 (Oct., 1972), pp. 258-61.

100. Rosenstein, Irving, "Using Community Resources," Educational Leadership, Vol. 30, No. 2 (Nov., 1972), pp. 128-130.

101. Sanchez, Elisa L., and Frey, George T., "Are You Ready for Community Involvement?" Thrust for Education Leadership, Vol. 1, No. 1 (Oct., 1971), pp. 21-24.

102. Spiess, John A., Community Power Study Applications to Educational Administration and Supervision. Toledo: University of Ohio, Dept. of Educational Administration and Supervision, October, 1971.

This report discusses theories about and studies on the relationship between school districts and community power structures. It offers practical techniques for decisionmakers to use in dealing with such power structures. (64 pp.)

103. Stark, Nancy, "How Schools Can Listen to the Community," American Education (July, 1971), p. 10.

104. Telfer, Richard G., "Staff Involvement: Key to Curriculum Improvement," Clearing House, Vol. 43, No. 9 (May, 1969), pp. 539-542.

105. Zimmerman, Herbert M., "The Community and the Schools: Who Are the Decision-Makers?" National Association of Secondary School Principals Bulletin, Vol. 53 (May, 1969), pp. 169-175.

The next five articles pertain to the establishment and function of school-community councils.

106. Blumenberg, Eleanor, "The School-Community Advisory Council: For Better or For Worse," Journal of Secondary Education, Vol. 46, No. 2 (Feb., 71), pp. 60-62.

107. _____, and Marmion, William, "Behind the Headlines: The School-Community Council Movement in Long Beach," Thrust for Education Leadership, Vol. 2, No. 3 (Jan. 1973), pp. 43-48.

Reports on the successful establishment and function of an advisory council in Long Beach, California.

108. Estes, Nolan, "Operation 'Citizen Involvement' Spells Help for School Challenges," Educational Leadership, Vol. 31, No. 4 (Jan., 1974), pp. 365-68.

Destribes the Dallas Independent School District's Operation Involvement-an effort directed toward gaining participation from parents, students, and staff in a continuous needs assessment, goal development, and budget-setting process.

*109. Jackson, Shirley, "The Curriculum Council: New Hope, New Promise," Educational Leadership, Vol. 29, No. 6 (May, 1972), pp. 690-94.

Specifies guidelines for a curriculum council, noting the various contributions individual members can make and the major functions of a council.

110. O'Hanlon, James and Wood, Fred, "Regenerating the Curriculum Committee," Educational Leadership, Vol. 30, No. 2 (Nov., 1972), pp. 157-159.

Suggests ways the curriculum specialist can work to facilitate the progress of a committee toward its goal by the actions he takes in the process of establishing the committee and by helping those involved develop the skills and procedures necessary for developing curriculum.

The following entries relate to the development and administration of community and parent surveys.

111. Beverly Hills Unified School District, Calif., Educational Needs Assessment: A Community Survey. A Project to Determine District Goals and Objectives and Establish Priorities for the Beverly Hills Unified School District, Oct., 1972.

In an effort to serve several purposes with the same instrument, a questionnaire was designed so that respondents could indicate their requirements for information concerning schools, to rank goals and objectives, and make determination as to which aspects of a child's development were primarily a home responsibility and which aspects were the school's responsibility. The final section of the questionnaire was designed to do two things. The first purpose was to determine the level of confidence in, and support of, the total educational program for Beverly Hills Schools. The second was to rank budget allocations. Basic questions in the questionnaire included: (1) What are the best information sources concerning Beverly Hills Schools? (2) In what areas is more information needed? (3) In what areas should the schools expend resources? (4) Where, between home and school, does the primary responsibility lie for the student's development in other than academic areas? (5) What is the level of confidence in the schools? (187 pp.)

112. Fresno City Unified School District, Calif. Speak Up - A Sub-Project Assessing Educational Needs as Perceived by the Community: Project Design. Inter-Agency Planning for Urban Educational Needs, Number 2. Fresno City Unified School District, Calif.

As one of a series of reports on the needs assessment activities of Project Design, funded by ESEA Title III, this document contains the findings of research designed to involve a cross-section of Fresno, California citizens in educational planning and to identify educational needs perceived by the "grassroots" of that community. The findings, gathered from reports of small group discussion sessions, each with an average of seven participants, are specified by frequency

of response in the following major categories: (1) educational activities requiring more or less emphasis, (2) major educational problems, (3) locus of responsibility for teaching moral and ethical values, (4) education for job or career skills, (5) student guidance - counseling programs, (6) minority group and adult education, (7) student activity programs (8) school-community relationships, (9) strengths and weaknesses of the educational system, and (10) general concerns. The appendix contains copies of instruction given to discussion leaders and three typical summary reports of discussions. (87 pp.)

113. Hall, Clarence, "Parent Information Survey," Thrust for Education Leadership, Vol. 1, No. 6 (May, 1972), pp. 40-43.

Presents the parent information survey developed and used in the Ocean View School District of California. The 38-item survey is composed of four sections relating to (1) point of view (2) the instructional program, (3) student attitudes, and (4) home-school communications.

The remaining sources cited in this section relate specifically to "student involvement".

***114. Armstrong, Ronald, Student Involvement: Analysis and Bibliography Series, No. 14. Eugene, Oregon: University of Oregon.

Intended primarily for educational administrators, this review presents an analysis of the literature concerning student participation in educational decision making. The educational and legal ramifications of student involvement in several decision making spheres, such as school board and committee membership, student government extra-curricular activities, student publications, and curriculum issues, are discussed. Some suggestions are given to administrators for channeling student energies into a constructive improvement of the educational program. A 54-item bibliography of related literature is also included. (15 pp.)

115. Browder, Lesley Jr., "The New American Success Story Is Called Student Confrontation," American School Board Journal (June, 1970), pp. 23-25.

116. Educational Research Service, Framework for Student Involvement. Circular No. 6. Washington, D.C.: ERS, 1970.

117. Ferguson, Donald G., Student Involvement. A Working Paper. Paper presented at American Association of School Administrators Annual Convention, Atlantic City, New Jersey, February, 1971.

This paper recognizes that students are clients of the educational system and indicates that in response to their demand for greater involvement, administrators have tried a number of programs designed for student participation, generally with success. Some examples of successful programs are (1) student centers that provide a focus on students and serve to improve relations with students, (2) inclusion of students on deliberative and decisionmaking bodies to encourage greater communication and understanding between staff and students, and (3) involvement of students in producing innovative educational programs and services that better meet the needs and interests of students. (10 pp.)

118. Simpson, R. H., and Seidman, Student Evaluation of Teaching and Learning. Washington, D.C.: American Association of Colleges for Teacher Education, 1962.

119. Stemnock, Suzanne K., Framework for Student Involvement. Washington, D.C.: National Education Association, November, 1970.

Indicates that important areas of student participation in decisionmaking are (1) advisory committees to superintendents and boards of education, (2) advisory committees to principals, (3) representation on districtwide curriculum committees, (4) participation in curriculum planning in individual schools, and (5) representation on ad hoc advisory committees. (34 pp.)

II. Identification of Educational Improvement Programs

Once the needs assessment has been completed and student needs have been prioritized, the next step is to translate those needs into objectives and then to select the educational improvement activity most appropriate for achieving desired educational outcomes.

A. Stating Educational Objectives

On the topic of stating educational objectives, the following sources are available:

**120. Beatty, W. M. (ed.), Improving Educational Assessment and An Inventory of Measures of Affective Behavior. Wash., D. C.: Association for Supervision and Curriculum Development, NEA, 1967.

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This work contains four papers on educational assessment and an annotated bibliography of instruments for assessing multiple aspects of affective development. The papers were prepared by Tyler, Stake, Stufflebeam, and Beatty, recognized experts in the area.

*121. ----------, Performance and Process Objectives: Booklet for Developing Evaluative Skills. Tucson, Arizona: Educational Innovators Press, 1970.

Three books written by Robert Mager provide relevant training for writing objectives. Published by Fearon Publishers of San Francisco, these books are:

**122. Preparing Instructional Objectives, 1962.

Demonstrates how to define teaching objectives, how to state them clearly, and how to describe criteria by which to measure success.

123. Developing Attitude Toward Learning, 1968.

Illustrates how to recognize student behaviors that can be used as evidence of favorable or unfavorable attitude toward the subjects being taught.

124. Developing Vocational Instruction, 1967.

Describes in precise, understandable language the systematic development of instruction and how it can aid in transmitting skills and knowledge to others.

Other appropriate references on this topic include:

**125. Bloom, B. S. (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: McKay, 1956.

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126. Derr, Richard L., A Taxonomy of Social Purposes of Schools: A Handbook. New York: McKay, 1973.

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127. Dillman, C., and Rahnlow, H., Writing Instructional Objectives. San Francisco: Fearon Publishers, 1972.

*128. Kiss, A. F., and Harbeck, M. B., Behavioral Objectives in the Affective Domain. Wash., D. C.: National Education Association, 1969.

129. Flanagan, J. C., Shanner, S. M., and Mager, R. F., Behavioral Objectives: A Guide to Individualizing Learning. Palo Alto, Calif.: Westinghouse Learning Corporation, 1971.

Identifies terminal and transitional objectives for three levels of schooling (grades 1-3, 4-8, and 9-12)

in four areas of academic study - language arts, social studies, mathematics, and science. The objectives were developed by educators and others concerned with designing a system of individualized education.

*130. Gronlund, N. E., Stating Behavioral Objectives for Classroom Instruction. New York: MacMillan, 1970.
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131. Harrow, A. F., A Taxonomy of the Psychomotor Domain. New York: McKay, 1972.

132. Kapfer, Philip G., "Behavioral Objectives in the Cognitive and Affective Domain," Educational Technology, Vol. 8, No. 6 (June, 1968), pp. 11-13.

Demonstrates how a sense of triviality can be avoided in writing behavioral objectives by relating these objectives to their more broadly stated nonbehavioral goals and by giving students a rationale for achieving the objectives.

133. Kibler, R. T., Barker, L. L., and Miles, D. T., Behavioral Objectives and Instruction. Boston: Allyn and Bacon, 1970.

134. Krathwohl, D. R., Bloom, B.S., and Masia, B. B., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: McKay, 1964.

135. Popham, W. James, "Objectives 72," Phi Delta Kappan, Vol. 8, No. 7 (March, 1972), pp. 432-435.

Analyzes the issues surrounding behavioral objectives over the past decade with hints on how to resolve the controversy.

136. _____, "Objectives-Based Management Strategies for Large Educational Systems," Journal of Educational Research, Vol. 66 (1972), pp. 4-9.

#137. Stake, R. E., Priorities Planning: Judging the Importance of Individual Objectives. Los Angeles, Calif.: Instructional Objectives Exchange, 1972.

138. _____, "Objectives, Priorities, and Other Judgment Data," Review of Educational Research, Vol. 40 (1970), pp. 181-212.

139. Tinsley, Drew C., Watson, Elizabeth, and Marshall, Jon C., "Cognitive Objectives in 'Process-Oriented' and 'Content-Oriented' Secondary Social Studies Programs," Educational Leadership, Vol. 30, No. 3 (Dec., 1972), pp. 245-248.

140. Yelon, S. L., and Scott, R. O., A Strategy for Writing Objectives. Dubuque, Iowa: Kendall, Hunt Publishing, 1970.

B. Identifying Educational Improvement Programs

Helpful references in identifying the most appropriate educational improvement program or programs for achieving desired outcomes are listed in this section.

141. Flanagan, John C., "Functional Education for the Seventies," Phi Delta Kappan, Vol. 49, No. 1 (Sept., 1967), pp. 27-32.

Describes the design and program associated with Project PLAN (A Program for Learning in Accordance with Needs).

142. Pilegel, Seymour, "Practices That Improved Academic Performance in an Inner-City School," Phi Delta Kappan, Vol. 52, No. 6 (Feb., 1971), pp. 341-343.

143. Georgia Department of Education, Innovative Education Practices ESEA Title III, Vol. 2. Atlanta: Georgia Department of Education, 1974.

**144. National Advisory Council on Supplementary Centers and Services. Innovative Education Practices. Wash., D. C.: The George Washington University, October, 1973. (62 pp.)

III. Determination of Educational Personnel Competencies

The identification of needed educational personnel competencies and the subsequent enhancement of these competencies is essential to the success of staff development programs designed to facilitate achievement of educational goals and desired outcomes. This section documents bibliographic sources available on (A) Teacher Competencies, and (B) Administrator-Supervisor Competencies.

A. Teacher Competencies

**145. Beegle, Charles W., and Brandt, Richard M. (eds.), Observational Methods in the Classroom. Wash., D. C.: Association for Supervision and Curriculum Development, 1973.

This booklet represents a collection of conference papers prepared to acquaint supervisors with current observational methods and tools. Contributing authors discuss such topics as (1) use of the Flanders Interaction Analysis System, (2) self-evaluation through video-tape recordings, (3) content analysis, (4) the significance of non-verbal acts, and (5) observation in supervisory practice and school research. (86 pp.)

146. Burdin, Joel R., and Mathieson, Moira B., "A Review of Research on Performance-Based Teacher Education," Educational Technology, Vol. 12, No. 11 (Nov., 1972), pp. 61-66.

147. Drummond, W. H., "The Meaning and Application of Performance Criteria in Staff Development," Phi Delta Kappan, Vol. 52, No. 1 (Sept., 1970), pp. 32-35.

Proposes that systems technology applied humanely to teacher education and staff development can help the practitioner become more self-directive, competent and professional, and suggests some important institutional and individual changes for teacher education programs.

**148. Gage, N. L. (ed.), Handbook of Research on Teaching. American Educational Research Association. Chicago: Rand McNally, 1963.

Presents summary reviews of research on numerous aspects of teaching and relates this research to theoretical and methodological developments in the behavioral sciences. The handbook is organized into four major sections and contains 23 chapters prepared by prominent researchers.

149. Lucio, William H., "Pupil Achievement as an Index of Teacher Performance," Educational Leadership, Vol. 31, No. 1 (Oct., 1973), pp. 71-78.

Reports research findings on analyzing teacher performance as evidenced by pupil achievement.

150. Merwin, William C., "Competency-Based Modules for In-Service Education," Educational Leadership, Vol. 31, No. 4 (Jan., 1974), pp. 329-332.

States that when appropriate training materials are utilized, the principles and practice of competency-based teacher education can be successfully employed for in-service education.

*151. The theme of the January, 1974, issue of Educational Leadership (Vol. 31, No. 4) is "Competency-Based Education: For Whom?" For different viewpoints, you will want to see the following articles:

(a) Lawrence, Gordon, "Delineating and Measuring Professional Competencies," pp. 298-302.

Discusses what is being done in PBTE (Performance Based Teacher Education) programs to delineate and measure teaching competencies, and offers suggestions regarding what can be done to improve this work.

(b) Campbell, David N., "Affective Domain, Too, Has Professional Competencies," pp. 326-344.

Claims that the teacher can become "accountable" to self, not to a professor or an administrator. States that this is the accountability that matters and that makes for quality education.

(c) Gagnon, A. Lawrence, "How Can Community, Students, and Parents Assess Competency?" pp. 348-349.

States that only with strong support and understanding can new approaches in determining competency be successful.

(d) Kemmis, Stephen and Stake, Robert, "Operational vs. Judgmental Assessment of Teacher Competence," pp. 322-325.

These writers prefer the judgmental to the operational (CBTE) view of assessing teacher competence. They give six reasons for their preference.

(e) O'Hanlon, James, "The Case for Professional Competencies," pp. 355-357.

Indicates that even though the advantages and disadvantages of stating performance competencies are becoming clearer, certain questions yet need further study.

B. Administrative-Supervisory Competencies

152. Farquhar, Robin H., "New Developments in the Preparation of Educational Leaders," Phi Delta Kappan, Vol. 54, No. 1 (Sept., 1972), pp. 26-30.

States that over the last 20 years new demands and dissatisfaction with the product have brought substantial changes in administration training. A summary of trends, problems and prospects is included.

153. Fiedler, Fred E., "The Trouble with Leadership Training Is That It Doesn't Train Leaders," Psychology Today, Vol. 6, No. 9 (Feb., 1973), pp. 23-30 and p. 92.

154. Granito, John A., "Preparing School Leaders for Educational Change," Journal of Research and Development in Education, Vol. 5, No. 3 (Spring, 1972), pp. 64-75.

155. Gross, N. and Herriott, Robert, Staff Leadership in Public Schools. New York: John Wiley, 1965.

Reports on a five year study of the determinants and effects of Executive Professional Leadership (EPL) of elementary school principals.

*156. Harris, Ben M., "Supervisor Effectiveness: A Research Resume," Educational Leadership, Vol. 30, No. 1 (Oct., 1972), pp. 73-79.

Presents a review and synthesis of recent studies on the effectiveness of supervisors in improving instruction and suggests guidelines for staffing practices.

*157. Havighurst, Robert J., "Educational Leadership for the Seventies," Phi Delta Kappan, Vol. 53, No. 7 (March, 1972), pp. 403-406.

The author states that the quickest way to change an institution is to change its leadership. He presents a helpful catergorization of leadership types and assesses their value in meeting today's crisis of confidence in education.

158. Klopf, Gordon J., "The Principal as an Educational Leader in the Elementary School," Journal of Research and Development in Education, Vol. 5, No. 3 (Spring, 1972), pp. 119-125.

Specifies competencies for the elementary school principal in three categories: (1) personal, (2) generic, and (3) functional.

159. Neagley, Ross L., Evans, N. Dean, and Lynn, Clarence A., Jr., The School Administrator and Learning Resources. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

160. Rasmussen, Gerald R., "Competence in Educational Administration," Thrust for Education Leadership, Vol. 1, No. 4 (Feb., 1972), pp. 23[illegible].

IV. Implementation of Staff Development Programs

In general, there is a scarcity of literature on implementing staff development programs. Research is not only meager in this area, but reports of practices tend to be sketchy and to be described as local "success" stories rather than as objective accounts. Since the implementation process is dependent upon various factors unique to each setting (the community, educational goals and objectives, student and staff needs, human and material resources, available funding, etc.), the practitioner must weave together his understanding of local conditions and problems with his knowledge of current and promising programs and practices and his skill in exercising dynamic leadership in order to determine the most viable procedures from among the many alternatives for implementation.

A. General References

Two consecutive issues of Theory into Practice were devoted to current methods of staff development.

**161. "Models of Staff Development I", published in October, 1972 (Vol. 11, No. 4), describes a number of inservice plans at the local system and regional levels. Illustrative of the reports included from across the country are:

(a) Goodlad, J. I., "Staff Development: The League Model," pp. 207-14.

Paper presents a model designed to identify factors to be taken into account in effecting educational improvement within the context of schooling.

(b) Bentley, E. L., "Comprehensive Staff Development," pp. 262-6.

The cooperative education service agency in Atlanta, Georgia as discussed in this article focuses on making staff development activities not only available, but meaningful and relevant.

(c) Mulhern, E. J. and McKay, A. B., "Staff Development: A Dynamic Model," pp. 245-51.

The program of the department of staff development in the Montgomery County, Maryland school district is described.

(d) Unruh, G., "Staff Development in University City," pp. 239-40.

This district in surburban St. Louis is moving from a spotty and optional staff development effort to a well-defined one based on concepts adapted from systems theory.

**162. "Models of Staff Development II," prepared in December, 1972 (Vol. II, No. 5), describes additional inservice programs at local system and regional levels. Articles of special interest include:

(a) Moon, Jeanette B., Morrison, R. Ruel and Sims, Eunice H., "Staff Development in Atlanta," pp. 296-298.

According to the authors, the most innovative and potentially productive effort in staff development in the Atlanta school system is one directed toward basic skills in reading and math.

(b) Adams, J. A., et. al., "Staff Renewal: Turn It On or Give It Up," pp. 307-13.

This article uses both theoretical knowledge and practical reality associated with the implementation of school improvement as data sources for determining what is desirable for staff development.

(c) Stewart, Charles E. and Hart, Helen A., "Teacher Education in an Urban School System," pp. 285-290.

Describes the continuing program of teacher education in Detroit noting cooperative relations with colleges and universities, preschool activities, inservice activities, and the general design for staff development.

(d) Loadman, William E. and Mahos, James M., "The External Consultant and Curriculum Change," pp. 329-339.

A research study to examine the relationship between the activities and time allocation of curriculum consultants and the success of curriculum innovation.

**163. The theme, "Helping Professionals to Grow," was featured in the March, 1974 (Vol. 31, No. 6) issue of Educational Leadership. Articles contained in this issue relate to many topics in this bibliographic work, as is illustrated by the following selected examples:

(a) Ernest, William, "What Makes a Workshop Jell?" pp. 496-98.

(b) Hart, Helen A., "Self-Renewal: A Model," pp. 499-501.

(c) Ruff, Thomas P., "How to Use the Consultant," pp. 506-508.

(d) Fox, Robert S., and Griffin, Don A., "A New Model for In-Service: When Clients and Resources Cooperate for Growth," pp. 545-47.

(e) Brian, Jack L., and Tollett, Daniel J., "How Do Teachers Feel About In-Service Education?" pp. 527-30.

Other basic references to the implementation stage for staff development include:

164. Bare, I. L., et. al, The Ann Arbor Public Schools Participative Model In-Service Staff Development Project. Ann Arbor: The Ann Arbor Public Schools, 1971.

This project became operational in April, 1969 and was planned to have two phases operating at least until January, 1971. The first phase, an administrative workshop combined with the collection and feedback of data, was completed in December, 1969. The second phase was not implemented beyond the introductory stage because funding was not available. The project's long run impact cannot be effectively assessed unless follow up studies are conducted in the near future. The objectives of the project were (1) to develop and strengthen the interdependence of members of the school's staff, (2) to develop a collaborative process of working on the problems facing individual schools, (3) to develop a continuing personal and team commitment to growth and organizational development, and (4) to develop the necessary skills within the school team to be able to carry on the process of organizational renewal. The document gives details of the planning, resources, participants and staff, administrative workshops, change seminar, and change-team activities, followed by a summary and conclusions. Extensive appendices document the three workshops and seminar and include the various instruments employed and the questionnaires used for evaluation.

165. Deshield, S. M., et. al., Staff Development Through the Teacher Education Center Concept, 1973. EDRS.

The concept of teacher education is broadened to include the transmission of effective, realistic, and contemporary education from classroom teacher to pupil. The tools necessary for this transmission are made available in a staff development program initiated by the Institute of Educational Development (IED). The program uses workshops, practice sessions, resource preparation sessions, direct experience clinics, and seminars to familiarize pre- and in-service teachers with improved teaching skills and flexible learning approaches to stimulating attitude change. These program goals lead to

constant evaluation and adjustment in order to meet a realistic and applicable approach to education. Appendix A presents the span of staff development activities from February, 1969 to April, 1971. Appendices B and C present graphs of the programs density and potential, and Appendix D gives a brief description of IED, with focus on development and implementation. (16 pp.)

166. Lavin, R. J., and Schuttenberg, E. M., An Innovative Approach to Public School Staff Development: A Collaborative Mode. Chelmsford, Mass.: Merrimack Education Center, 1973.

This paper describes the planning and implementation of a staff development program for teachers and administrators in the 22 school systems served by MEC (Merrimack Education Center). The program, which provided in-service learning experiences for educational practitioners, is discussed following an introductory statement. Information concerning program development includes the historical background of the program, the in-service commission, needs assessment, collaboration with local colleges, an evaluation model, and possible program directions for the future. Appendices with related program material and a 14-item bibliography are included.

167. Mattleman, M. S., "Staff Development: Band-Aid or Treatment?" Educational Leadership, Vol. 30, No. 8 (May, 1973), pp. 754-755.

Presents nine guidelines plus a model of content organization for staff development.

168. Morley, Franklin P., "The Commercial Package and the Local Supervisor," Educational Leadership, Vol. 27, No. 9 (May, 1970), pp. 792-95.

This article examines the supervisor's role in matching the purposes of the creators of the commercial package with the purposes of the local practitioner, and discusses the possible difficulties of mismatched purposes.

169. Nagle, J. E., "Staff Development: Do It Right," Journal of Reading, Vol. 16, No. 2, pp. 124-127.

Discusses how to plan inservice programs for teachers.

170. Pennsylvania Advancement School, Philadelphia, Pa., The Pennsylvania Advancement School: A Brief Description of Staff Development and Teacher Education Programs. Philadelphia: Pennsylvania Advancement School, 1970.

The Pennsylvania Advancement School, a nonprofit corporation under contract to the school district of Philadelphia (partially funded under ESES Titles I and III), is working for the second year toward its goal of stimulating positive change in the education community. Four important elements comprising the model school are (1) the autonomy allowing it experimental freedom, (2) its physical plant providing flexible space utilization, (3) its curriculum and teaching approach emphasizing discovery, expression, and personal growth, and (4) the quality and varied background on its staff (54 professionals including teachers, curriculum specialists, writers, researchers, and teacher education personnel). Current school activities include operation as a demonstration school and as a policy information center with its staff acting as consultants to various educational agencies and groups. It works with five junior high schools in such aspects of program development as the mini-school concept in which a large school is divided into several quasi-autonomous, manageable units to improve its human climate. Other activities include a resident teacher fellowship program, sponsorship of weekend and summer workshops, and cooperation with several universities in working with undergraduates and interns. Future cooperative projects include development of school cadres, of an innovation consortium, and of an administrative training program.

171. Smithberg, L., "Some Reflections on Staff Development As an Interaction Process in Bank Street's Follow Through," Journal of Research and Development in Education, Vol. 5, No. 3 (Spring, 1972), pp. 40-46.

Defines those considerations which underlie the formation of staff development patterns, weaving them into a theoretical, philosophical, and practical whole.

172. Tuttle, L. E., and Ciccone, R. A., A Guide to Staff Development Activities Using a Florida Conference as a Model. Boca Raton: Florida Atlantic University, 1970.

Staff development activities are the subject of a resource guide directed at educators of migrant children. One county participating in the Florida migratory child compensatory program was selected to serve as a model. The guide suggests that planning for activities should be individually-based, problem-oriented, goal-directed, time-factored, and participant-controlled. Staging of activities should include early establishment of direction, flexibility, maximum interaction of participants, and periodic feedback. Evaluation instruments should provide for opportunity for individualized and uninhibited response and reflection immediately following the activity. Follow up activities should start immediately, be comprehensive, allow for individual flexibility, and lead to additional planning and direction. Forms, procedures, references, and sample conference results are included. Not available in hard copy due to marginal legibility of original document.

B. Instructional Leadership Training Modules and Packages

Competency-based materials helpful in preparing instructional leaders to carry out such functions as planning for staff development, program development and evaluation, establishing a general systems approach to management, analyzing the teaching act, providing leadership in shared decision making, human relations and communications, etc., are currently being developed by a number of agencies and institutions across the country. Included in this section is a representative listing and description of selected resources of this type.

#173. Florida Modules on Staff Development, Florida Department of Education, Bureau of Teacher Education, Knott Building, Tallahasse, Florida 32304.

Under the leadership of the Florida Department of Education, a number of instructional modules have been developed for use in staff development training projects. These modules are categorized within seven competency clusters for those leadership personnel who are responsible for planning and implementing staff development programs. Individual modules contain consumable materials with accompanying audio-visual aids such as 8mm and 16mm films, filmstrips, and audio-tapes. The cost per module varies from approximately $3 to $5, excluding minimal fees for the loan of audio-visual materials.

Illustrative of the modules which have been developed in this area are: (1) Assessing Educational Personnel, (2) Introduction to a Diagnosis Prescription System for Staff Development, (3) Assessing the System, (4) Diagnosis Prescription System for Staff Development, and (5) Building a Diagnosis Prescription System for Staff Development.

More descriptive literature and purchasing information can be obtained by writing to either the Florida Department (address above) or to The Panhandle Area Educational Cooperative, Post Office Drawer 190, Chipley, Florida 32428.

#174. Individualized Learning Materials (ILM), ILM Publishers, Inc., 1470 Wilton Way, Salt Lake City, Utah 84108.

Some fifty ILM competency-based instructional modules for professional development have been prepared under the direction of Dr. Lloyd E. McCleary of the University of Utah. The modules are clustered in the areas of (1) improvement of teaching, (2) instructional supervision, (3) educational planning and development, and (4) leadership. Individual modules developed in these areas include: "Working with the Community", "Communication and School Organization", "Educational Program Planning", "Exemplary Programs", and "Evaluation and Organizing".

In working through a module, the learner selects the topic of study unique to his interests and needs, determines the level or depth of achievement desired (familiarity, understanding or application), and proceeds through completion at his own rate and pace.

ILM modules are priced at $22.50 each, complete with printed materials for five persons. Flip-charts and audio-tapes are included as part of the package.

175. Individualizing In-Service Education, School District of Greenville County, P. O. Box 5575, Station B, Greenville, South Carolina 29606.

Four sets of color slides, tapes, and individual booklets have been developed for use as learning modules in the area of planning staff development programs for open-design middle schools by Dr. Ben Carson, Associate Superintendent of Greenville County. The module sets are designed for grades 5-8 and are appropriate for individualized programs.

*176. The School Personnel Utilization Project.

The School Personnel Utilization program which was funded by the USOE in conjunction with the National Cluster Coordination Center has developed training modules for teachers and administrators on the following topics: Systems Renewal, Functional Task Analysis, Shared Decision Making, Evaluation, Community/Information Flow, and Organizational Crisis Intervention. These modules were reprinted with permission of the authors by the Florida Department of Education. For additional information, write to: Dr. Raymond G. Melton, Florida Department of Education, Tallahassee, Florida 32304.

*177. Northwest Regional Educational Laboratory, Lindsay Building, 710 S. W. Second Ave., Portland, Oregon 97204.

The Improving Teaching Competencies Program of the Northwest Lab is developing twenty-four instructional systems for the professional development of educators. To date, nine of the twenty-four have been completed; they include Systematic and Objective Analysis of Instruction, Interaction Analysis, Higher Level Thought Processes, System Technology, Research Utilizing Problem Solving, and Interpersonal Communication. Additional information regarding content, cost, etc., may be otained by writing directly to the Laboratory.

178. The following instructional staff development materials have been prepared by the Mid-Continent Regional Educational Laboratory (MCREL) in Kansas City, Missouri. ERIC descriptions of the program follow. The set of six components can be purchased from MCREL for $250.

(a) Seagren, A. T., et. al., Overview of the Instructional Staff Development Program (ISD).

The Instructional Staff Development Program (ISD) trains teachers to exhibit behaviors, which lead to inquiry-skills development in students. Teachers must have an understanding of the total context within which specific strategies function, and they must learn to be responsive to feedback and input from students. The program attempts to help a teacher know what he is doing and how his behaviors could be modified to improve learning. This paper provides an overview of the ISD Program with definitions of terms, expositions of the program's background and philosophy, and descriptions of the individual components or levels of the program. (34 pp.)

(b) Wright, D. L., et. al., Component I: Orientation to Inquiry.

The general purposes of this component are listed as follows: (1) to provide participants with proper expectations concerning the purpose of the program, (2) to promote a group feeling of familiarity among participants, (3) to encourage participants to develop a concept of inquiry, and (4) to provide an opportunity to explore and compare views of inquiry. Listed for the individual sessions are activities such as class readings, pre- and post-tests, and a final opinionnaire. (61 pp.)

(c) Urbach, F. D., et. al., Component 2: Inquiry Influence.

The goals listed for this second component of the Instructional Staff Development (ISD) program include introduction to interaction analysis, practice in micro-teaching, and improvement of individual inquiry behavior. This trainer's manual is plotted concept-by-concept, objective-by-objective, with appropriate charts and tables. The manual states that this component is designed to convince teachers they can control their influence behavior in predetermined ways. (107 pp.)

(d) _____, Component 3: Inquiry Behaviors.

This is a trainer's manual for the third component in the ISD program. The purposes listed include increasing the participant's awareness of his present style in inquiry behavior, enabling him to assess and modify his behavior and introducing a teacher-directed inquiry model. The hope is expressed that by the end of this component the participant should be able to identify 75 percent of the inquiry behaviors used by himself and other participants and be able to plan lessons which include the desired inquiry process. Microteaching is again listed as a component tool used to demonstrate the use of preselected inquiry skills in microsessions and to practice new skills and behaviors. (95 pp.)

(e) Upright, J. W., et. al., Component 4: Behavioral Objectives.

This is a trainer's manual for the fourth component of the ISD program. Where the previous components focused on a teacher-directed inquiry, the manual describes the goal of this component as the creation of an environment in which students can use self-directed inquiry. The manual notes a great deal of emphasis on microteaching. The manual breaks this component down into two phases: (1) classified behavior objectives, and (2) integration of behavioral objectives, interaction influence, and inquiry skills into a unified planning and teaching activity which promotes inquiry. (95 pp.)

(f) Lux, J. E. and Wright, D. L., Component 5: Pupil-Centered Inquiry.

This trainer's manual for the fifth component of the ISD program is designed to prepare teachers to develop a model for use in pupil-centered inquiry teaching (PCI). This component is said to build on the teacher's knowledge, skills, and attitudes gained in the first four components; the entire program is devoted to developing the teachers' ability to control and modify their instructional influence behavior. (71 pp.)

(g) Urbach, F. D. and Wright, D. L., Component 6: Affective Attitudes Which Promote Inquiry.

This is the trainer's manual for the last component of the ISD program. For this last component it is reported that the focus is on student-directed instruction. (In the first five components, focus was on teacher, then self, then pupil-directed instruction.) The predominant emphasis is practice sessions which develop an understanding of openness and inquiry behaviors. Micro-teaching activities continue to be indicated in the manual, and there are sessions of role playing to facilitate rapport. The manual reports that in this last step there is an integration of all six components, assessment of student progress, and a final awareness of the total process of inquiry. (77 pp.)

V. The Management Support System

The implementation and success of any educational improvement program is dependent, in large measure, upon the management support system at work to assist in the attainment of program goals and objectives. And, in this regard, information on educational planning and systems analysis, and on management resources and resource utilization seems most relevant and appropriate. Thus, this section is divided into two sub-sections: (A) Educational Planning and Systems Analysis, and (B) Managment Resources.

A. Educational Planning and Systems

179. Anderson, G. Ernest, Jr., "Simulation Model Helps Plan Teacher-Training Program," Nation's Schools. Vol. 83 (April, 1969), pp. 90-92.

Presents a simulation model which is helpful in planning teacher-training programs.

180. Banathy, Bela H., Instructional Systems. Palo Alto: 1968.

*181. Banghart, Frank W., Educational Systems Analysis. New York: Macmillan Co., 1969.

182. _____, and Trull, Albert, Educational Planning. New York: Macmillan Co., 1972.

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183. Barnes, Ronald E., Learning Systems for the Future. Bloomington, Indiana: Phi Delta Kappa, 1972.

184. Briggs, Leslie J., Handbook of Procedures for the Design of Instruction. Pittsburgh: American Institutes for Research, 1970.

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185. Caldwell, Michael S., "An Approach to the Assessment of Educational Planning," Educational Technology, Vol 8, No. 10 (Oct., 1968), pp. 5-12.

This article presents a framework within which the concept of plans assessment may be viewed and suggests a systematic approach, including a set of evaluative criteria, for implementing a plans assessment.

186. Cleland, D.I., and King, W.R., "Systems, Organizations, Analysis, Management: A Book of Readings. New York: McGraw-Hill, 1969."

187. Cook, D.L., "Better Project Planning and Control Through the Use of System Analysis and Management Techniques," Educational Research Management Center, School of Education, The Ohio State University, November, 1967.

188. _____, PERT: Applications in Education. Cooperative Research Monograph No. 17. Wash., D.C.: U.S. Government Printing Office, 1966.

*189. Churchman, C.W., The Systems Approach. New York: Dell, 1968.

Examines the characteristics, capabilities, and limitations of the systems approach to planning and management in large social systems in order to assess the value of this mode of rationality as a means for solving major human problems.

190. Eash, M. J., "Is Systems Analysis for Supervisors?" Educational Leadership, Vol. 26, No. 6 (Feb., 1969), pp. 482-89.

Proposes that systems analysis offers valuable supervisory tools and techniques for curriculum improvement activities and illustrates utilization.

191. Griffiths, D.E. (ed), Developing Taxonomies of Organizational Behavior in Educational Administration. Chicago: Rand McNally, 1969.

*192. Hartley, Harry J., Educational Planning-Programming-Budgeting: A Systems Approach. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Applies PPBS to fiscal and curricular planning in education. It also gives clear definitions, and procedural descriptions of PPBS and compares it to other concepts such as PERT, general systems theory, operations analysis, etc. The book contains many illustrative devices such as flow charts, forms, curricular objectives, planning calendars, etc. (304 pp.).

193. _____, "Limitations of Systems Analysis," Phi Delta Kappan, Vol. 50, No. 9 (May, 1969), pp. 515-519.

Identifies twenty-five limitations of systems analysis in the categories of (1) conceptual, (2) operational, and (3) societal.

194. Hoetker, James, Systems, Systems Approaches, and the Teacher. Urbana, Ill.: National Council of Teachers of English, 1972.

This book provides a general discussion of the problems and possibilities of systems approaches in education and presents a "model" for evaluating and responding to proposals that particular managerial or instructional systems be adopted. (54 pp.)

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195. Immegart, Glenn, and Pilecki, Francis J., An Introduction to Systems for the Educational Administrator. Reading, Mass.: Addison-Wesley Publishing Co., 1973.

This book is designed for initial reading by those concerned with the use of systems methods. It describes the common properties of systems along with numerous schemata for application and analysis, i.e. administrative support, PERT, PPBS. (204 pp.).

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196. Justus, J.H.,"PERT," School Management, Vol. 80, No. 6 (Dec., 1967), pp. 24-29.

197. Kaufman, Roger A., Educational System Planning. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

198. _____, "A System Approach to Education: Derivation and Definition," AV Communication Review, Vol. 16 (Winter, 1968), pp. 415-25.

Defines the systems approach in terms of a problem-solving process.

199. Kravetz, Nathan (ed.), Management and Decision-Making in Educational Planning. International Institute for Educational Planning, United Nations Educational, Scientific, and Cultural Organization, Paris, France, 1970.

This IIEP seminar focused on administrative, management, supervisory, and decision-making techniques that are useful in the educational planning process. The techniques studied included: Delphi, Program Evaluation and Review Technique (PERT), and Program Planning and Budgeting Systems (PPBS).

*200. Morphet, Edgar L., and Jesser, David L., Cooperative Planning for Education in 1980. Englewood Cliffs, New Jersey: Citation Press, 1968.

201. Ownes, Robert G., Organizational Behavior in Schools. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Presents a guide to the recent research on organizational behavior to help the school administrator respond effectively to professional problems.

202. Piele, Philip K., Conflict Management in Education. Research Review. Eugene, Oregon: University of Oregon, 1971.

This review focuses on conflict management. Such management seeks and uses ways to understand and deal with the differing opinions, needs, and ideas that are a part of the contemporary school.

The documents reviewed discuss such issues as (1) the conflicting perceptions of administrators and teachers, (2) the operational procedures of school boards in relation to community resources, and (3) the interracial conflict in urban schools.

203. Popham, W. James, and Baker, E.H., Systematic Instruction. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Presents a goal-referenced instructional model, discusses several strategies for implementing the model in classroom situations, and identifies some quasi-experimental designs for testing the model.

204. Russell, D., Cooperative Staff Development - A Possible Approach for Small Schools. Bethesda, Md.: ERIC Educational Document Reproduction Service, 1970.

Reports that because of the rapid increase of technological and general knowledge, the maintenance and development of teaching staffs has become a major problem, especially for the small school district; and suggests that cooperative programs uniting several school districts, such as the school study councils utilized in Texas, seem to present a most favorable solution. Advantages include (1) provisions for a comprehensive program, (2) even distribution of resource allocations, and (3) interaction of district staffs which may facilitate staff development and involvement.

205. Randall, Ronald K., "Perspectives on the 'Instructional System'," Educational Technology, Vol. 9, (Feb., 1969), pp. 8-10.

Describes the components of an instructional system.

206. Schmuck, Richard A., and Miles, Matthew B. (eds), Organization Development in Schools. Palo Alto, Calif.: National Press Books, 1971.

207. _____, and Runkel, Philip J., Organizational Training for a School Faculty. Eugene, Oregon: University of Oregon Press, 1970.

This book-length report presents a detailed account of a CASEA (The Center for the Advanced Study of Educational Administration) experiment at Highland Park Junior High School in Beaverton, Oregon, designed to increase the organizational problem-solving ability of a school faculty by improving communication skills.

**208. _____, Runkel, Philip J., Saturen, Steven L., Martell, R.T., and Derr, O.B., Handbook of Organization Development in Schools. Palo Alto: National Press Books, 1972.

Provides various techniques and strategies for clarifying the communication processes, establishing goals, reaching decisions, and evaluating outcomes. The microdesigns provide schema for combining instruments into training sessions for workshops and in-service programs.

209. Shull, Fremont A., et.al., Organizational Decision Making. New York: McGraw-Hill Book Co., 1970.

210. Tanner, C. Kenneth, Designs for Educational Planning: A Systemic Approach. Lexington, Mass.: Heath Lexington Books, 1971.

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211. Umans, Shelby, The Management of Education: A Systematic Design for Educational Revolution. New York: Doubleday and Company, 1970.

212. Whitner, John A. and Antin, Arthur P., Program-Planning-Using MBO in School Administration. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

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213. Theme articles from the February, 1973 (Vol. 30, No. 5) issue of Educational Leadership were related to "Shifts in University/School Role." Special interest articles include:

(a) Schwartz, Henrietta, "When University and Schools Relate," pp. 397-400.

(b) Tanner, Laurel N., "The School-University Program," pp. 420-22.

(c) Kirby, Paul W., "In-Service Education: The University's Role," pp. 431-33.

B. Management Resources

214. Estell, Lucile, "Regional Service Centers: Impetus for Change," Educational Leadership, Vol. 29, No. 6 (March, 1972), pp. 543-545.

Discusses the concept of regional education service centers in Texas and describes major functions and responsibilities provided by the centers.

215. Ford, Richard, "How to Use a Consultant," Educational Leadership. Vol. 30, No. 2 (Nov., 1972), pp. 115-118.

Provides six key points to consider in utilizing and working with consultants.

216. Trusty, Francis M. (ed.), Administering Human Resources. McCutchan Publishing Corp., 1971.

Provides an excellent collection of articles on the administration of human resources.

VI. Evaluation

Evaluation is critical and essential to maintaining an on-going and successful staff development program. It provides an assessment of the degree to which program goals and objectives have been met and is a measure for determining strengths and deficiencies for future planning and improvement. The design and implementation of an effective evaluative component calls for basic understanding and skills among all educational personnel in assessing program procedures, student growth, professional competencies, and administrative leadership processes. On this topic, there is an abundance of literature. For convenience purposes, selected sources have been classified under the following headings: (A) General References, (B) Evaluation and Program Development, (C) Evaluation and Student Growth, (D) Evaluation and Educational Personnel Competencies, and (E) Evaluation and Administrative Leadership Processes.

A. General References

217. Biddle, Bruce J., "Methods and Concepts in Classroom Research," Review of Educational Research. 1967.

218. Cronbach, L.J., Essentials of Psychological Testing. Third Edition. New York : Harper & Row, Publishers, 1970.

Especially helpful in learning more about test reliability and validity.

219. Dyer, Henry S., "The Role of Evaluation," in Proceedings of the Conference on Educational Accountability. William Turnball, Chairman. Conference sponsored by Educational Testing Service. Princeton: ETS, June, 1971, pp. 42-56.

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220. Flanagan, John C., A Critique of the Measurement and Instrumentation Aspects of Educational Evaluation and Decision-Making. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences.

This critique of the Phi Delta Kappa Study Committee on Evaluation's report opens with a short description of the report, its definition of evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives," and its detailed description of the decision-making process together with descriptions of possible decision settings and decision types. Problems referred to in the PDK report are discussed, i.e., context, input, process, and product. Support is given to the report's emphasis on context evaluation and its division into contingency and congruence modes.

221. Guba, Egon G., "The Failure of Educational Evaluation," Educational Technology, Vol. 9, No. 5 (May, 1969), pp. 29-38.

The author criticizes the behavioral objectives approach as one of a number of serious problems in evaluation.

222. Issac, S. and Michael, W.B., Handbook in Research and Evaluation. San Diego: Robert R. Knapp Pub., 1971.

223. Jung, S.M., "Evaluative Uses of Unconventional Measurement Techniques," California Educational Research Journal, Vol. 22 (1971), pp. 48-57.

224. Mehrens, William A. and Lehman, Irvin J., Measurement and Evaluation in Education and Psychology. New York: Holt, Rinehart and Winston, Inc., 1973.

*225. Provus, Malcolm, Discrepancy Evaluation. Berkeley, Calif.: McCutchan Publishing Corp., 1971.

Presents the Discrepancy Evaluation Model which consists of three major program design dimensions: (1) inputs - resources and conditions, (2) process - treatments or transactions, (3) outputs - products and performance.

*226. Stake, R.E., "The Countenance of Educational Evaluation," Teachers College Record, Vol. 68 (1967), pp. 523-40.

Urges educators to engage in more deliberate, formal evaluation and gives attention to the role of judgment in evaluation.

**227. Stufflebeam, Daniel L., et. al., Educational Evaluation and Decision Making. Phi Delta Kappa National Study Committee on Evaluation. Itasca, Ill.: F.E. Peacock Publishers, Inc., 1971.

(See entry by Flanagan in this section.)

228. _____, "Evaluation as Enlightenment for Decision Making," in Improving Educational Assessment. Wash., D.C.: Association for Supervision and Curriculum Development, 1969.

229. _____, "Toward a Science of Educational Evaluation," Educational Technology, Vol. 8, No. 14, (July, 1968), pp. 5-12.

Presents the background necessary for understanding the evaluation component of the systems approach, starting with a definition of evaluation.

230. Suchman, Edward, Evaluative Research. New York: Russell Sage Foundation, 1967.

**231. Tyler, Ralph (ed.), Educational Evaluation: New Roles, New Means, Part II. Sixty-eighth Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1969.

Describes major changes in educational evaluation over the past decade, and presents a collection of writings which discuss the implications of these new concepts, procedures, and instruments.

232. _____, Gagne, Robert, and Scriven, Michael, Perspectives of Curriculum Evaluation. Chicago: Rand McNally, 1967.

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233. Wick, John W., and Beggs, Donald L., Evaluation for Decision-Making in the Schools. Boston: Houghton Mifflin Co., 1971.

This book was designed for the practitioner. It treats realistic problems on such relevant topics as continuous assessment, using achievement tests, evaluation and inservice programs, evaluating teacher effectiveness, and assessing staff and community attitudes. (263pp.)

LB 2806
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*234. Wilhelms, Fred (ed.), Evaluation as Feedback and Guide. Wash., D.C.: Association for Supervision and Curriculum Development, 1967.

B. Evaluation and Program Development

235. The journal, Theory into Practice, featured a special issue in February, 1974 on the theme "Evaluation and Program Development." Among the many articles you will want to consult in this issue are:

(a) Aldrich, Ruth Anne, "Innovative Evaluation of Education," pp. 1-4.

(b) Jacob, James, "A Model for Program Development and Evaluation," pp. 15-22.

(c) Deming, Basil S. and Phillips, James A., Jr., "Systematic Curriculum Evaluation: A Means and Methodology," pp. 41-45.

(d) Bargar, Robert, "Evaluation and Decision Making for the Classroom," pp. 58-64.

Other sources contributing to a study of this subject include:

236. Alkin, Marvin C., "Evaluating 'Curriculum' and 'Instruction'," Curriculum Theory Network, Vol. 4, No. 1 (1973/74), pp. 48-51.

*237. Cronbach, Lee J., "Evaluation for Course Improvement," Teachers College Record, Vol. 64 (1963), pp. 672-83.

Indicates that evaluation can support course improvement by providing valuable information for revising and improving courses, making decisions about learners, and determining administrative regulations.

238. Dempsey, R.A. and Breyer, N.L., Staff Development and Evaluation. Santa Monica, Calif.: A.C. Croft, Inc., 1971 .

An ongoing behavioral model for implementing staff development and evaluation procedures is proposed which systematically focuses on assessing and facilitating behavioral change in the classroom and enables the educational manager to assess what is actually happening there. The administrator is thus provided with the necessary information to permit him to begin a planned program of assisting teachers to improve their teaching. The assumptions

involved in preparing a behavioral model are examined. The design of the Behavioral Observation Schedule for Pupils and Teachers (BOSPT) is explained in detail, and the training of observers is also described. A case study demonstrates how the model can be implemented in a specific situation. Several options are available to the individual who intends to implement the model, but it is felt that the impact would be more widespread if the staff developmentalist directed his energies toward the actual consultations with the teacher. Collection of the classroom data can be efficiently accomplished by trained observers under the consultant's guidance.

239. Lindvall, C.M., and Cox, Richard C., Evaluation as a Tool in Curriculum Development: The IPI Evaluation Program. Chicago: Rand McNally and Co., 1970.

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This publication presents an evaluation plan to meet the requirements and needs of the IPI Project. Helpful appendices are included relating to (1) evaluating the degree of achievement of the basic goal of the project, (2) evaluating instructional objectives - sequence and structure, (3) evaluating testing procedures, (4) evaluating prescription writing procedures, (5) the evaluation of lesson materials, and (6) evaluating classroom activities and management procedures.

*240. Weiss, Joel (ed.), Curriculum Evaluation: Potentiality and Reality. Curriculum Theory Network, Monograph Supplement. Ontario, Canada: The Ontario Institute for Studies in Education, 1972.

The emphasis of this monograph is on issues related to the evaluation of materials, instruction, and outcomes of curriculum programs. The first section contains writings relating to comprehensive frame-

works or models of curriculum evaluation situations, and the final section identifies differing views on definitions, strategies and practices related to methodological considerations. (256 pp.)

Special interest articles included in this monograph are:

(a) Popham, W. James, "Educational Needs Assessment," pp. 22-32.

(b) Airasian, Peter, Madaus, George, and Kakow, Ernest, "An Instructional Evaluation Monitoring System," pp. 74-95.

(c) Finn, Jeremy D., "Evaluation of Instructional Outcomes: Extensions to Meet Current Needs," pp. 96-114.

241. Wittrock, M.C., and Wiley, D.E. (eds.), The Evaluation of Instruction. New York: Holt, Rinehart and Winston, 1970.

C. Evaluation and Student Growth

*242. The June, 1974 issue of Educational Technology (Vol. 14, No. 6) was devoted to "Domain-Referenced Testing." The articles included are especially helpful in reporting the contribution DRT can make to gain data needed for assessment of instructional programs and information appropriate for feedback to teachers to facilitate planning. For example, see the following articles:

(a) Hively, Wells, "Introduction to Domain-Referenced Testing," pp. 5-9.

(b) Baker, Eva L., "Beyond Objectives: Domain-Referenced Tests for Evaluation and Instructional Improvement," pp. 10-16.

(c) Nitko, Anthony J., and Hsu, Tse-Chi, "Using Domain-Referenced Tests for Student Placement, Diagnosis and Attainment in a System of Adaptive Individualized Instruction," pp. 48-53.

(d) Popham, W. James, "Teacher Evaluation and Domain-Referenced Measurement," pp. 35-37.

(e) Johnston, Thomas J., "Program and Product Evaluation from a Domain-Referenced Viewpoint," pp. 43-47.

*243. Beatty, W. H. (ed.), Improving Educational Assessment and An Inventory of Measures of Affective Behavior. Wash., D.C.: Association for Supervision and Curriculum Development, NEA, 1967.

Contains four papers on educational assessment and an annotated bibliography of instruments for assessing multiple aspects of affective development.

**244. Bloom, Benjamin S., Hastings, J. Thomas, and Madaus, George F., Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, Inc., 1971.

This is an especially helpful source for educators in developing curriculum and designing instructional plans. It is organized into two major sections with the first part focusing on evaluation techniques in general, and the second, on evaluation of various levels of education and on the major subject areas.

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245. Davis, Frederick B., Criterion-Referenced Measurement. Princeton: ERIC Clearinghouse on Tests, Measurement and Evaluation (Educational Testing Service), March, 1972.

246. Easter, John and White, Mona, "Comprehensive Achievement Monitoring," Thrust for Education Leadership. Vol. 1, No. 6 (May, 1972), pp. 30-39.

247. Ebel, Robert L., Some Limitations of Criterion-Referenced Measurement. Paper presented at the Annual Meeting of the American Educational Research Association in Minneapolis, Minn., in March, 1970 as part of a symposium on "Criterion-Reference and Measurement: Emerging Issues."

248. Fremer, John, Criterion-Referenced Interpretations of Survey Achievement Tests. Princeton: Educational Testing Service, June, 1971.

249. Gronlund, N. E., Constructing Achievement Tests. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

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250. _____, Preparing Criterion-Referenced Tests for Classroom Instruction. New York: Macmillan, 1970.

251. Housden, Jack L., and LeGear, Lonnie, "An Emerging Model: Criterion-Referenced Evaluation," Thrust for Education Leadership, Vol. 2, No. 5 (April, 1973), pp. 41-46.

252. Jackson, Rex, Developing Criterion-Referenced Tests. Princeton: Educational Testing Service, June, 1971.

253. Meeker, M.N., The Structure of Intellect: Its Interpretation and Uses. Columbus, Ohio: Charles E. Merrill, 1969.

Presents a framework for relating intellectual ability factors in Guilford's Structure of Intellect (SOI) model to patterns of measurement tests and curriculum development practices.

254. Millman, J., "Passing Scores and Test Lengths for Domain-Referenced Measures," Review of Educational Research, Vol. 43 (1973), pp. 205-16.

255. Popham, W. James, and Husek, T.R., "Implications of Criterion-Referenced Measurement," Journal of Educational Measurement, Vol. 6, No. 1, 1969.

256. Watson, Richard P., and Fichtenau, Robert L., "Monitoring Student Achievement," Theory into Practice, Vol. 12, No. 4 (Oct., 1973), pp. 254-58.

Reports on the use of the Student Achievement Monitoring (SAM) system as utilized in the Oakland Schools in Pontiac, Michigan.

D. Evaluation and Educational Personnel Competencies

*257. Allen, Paul M., Barnes, William D., Reece, Jerald L., Roberson, E. Wayne, Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones Publishing Co., 1970.

258. Brick, Michael, and Sanchis, Robert, "Case Study No. 4: Evaluating the Principal," Thrust for Education Leadership, Vol. 2, No. 1 (Oct., 1972), pp. 32-35.

259. Coney, Robert C., "Performance Evaluation," Thrust for Education Leadership, Vol. 2, No. 1 (Oct., 1972), pp. 11-13.

260. Culbertson, Jack A., Henson, Curtis, Morrison, Ruel (eds.), Performance Objectives for School Principals: Concepts and Instruments. Berkeley, Calif.: McCutchan Publishing Corp., 1974.

261. English, Fenwick, "Teacher Competencies in the Public School Setting: Paradoxes and Problems," Journal of Collective Negotiations, Vol. 2, No. 3 (Summer, 1973), pp. 299-315.

The author deplores the fact that teacher competency beyond the survival level is largely unrecognized and unrewarded today. He describes two alternative methods for evaluating teacher effectiveness, both based on outcome, i.e., student learning.

**262. Flanders, N. A., Analyzing Teaching Behavior. Reading, Mass.: Addison-Wesley, 1970.

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**263. Herman, Jerry J., Developing an Effective School Staff Evaluation Program. West Nyack, New York: Parker Publishing Co., Inc., 1973.

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This book offers realistic and usable suggestions in staff evaluation. Its contents provide practical details of the evaluative process as well as pinpointing the where, when, why, what, who and how, of evaluating teachers, administrators, and other staff positions. Emphasis is placed on follow-up procedures.

264. Joyce, Bruce R., and Weil, Marsha, Models of Teaching. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

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265. Mager, Robert R., and Pipe, Peter, Analyzing Performance Problems or 'You Really Oughta Wanna'." Belmont, Calif.: Fearon Publishers, 1970.

266. McNeil, John D., Toward Accountable Teachers: Their Appraisal and Improvement. New York: Holt, Rinehart and Winston, 1971.

267. Popham, W. James, "Found: A Practical Procedure to Appraise Teacher Achievement in the Classroom," in A.C. Ornstein (ed.), Accountability for Teachers and School Administrators. Belmont, Calif.: Fearon Publishers, 1973.

268. Rosenshine, Barak, and Furst, Norma, "Research on Teacher Performance Criteria," Research in Teacher Education: A Symposium. Edited by B.O. Smith. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

*269. Simon, Anita, and Boyer, Gil, Mirrors for Behavior: An Anthology of Observation Instruments, Philadelphia: Research for Better Schools, 1967, 1970.

270. Simpson, Ray H., Teacher Self-Assessment. New York: The Macmillan Co., 1966.

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Purports that significant improvements in educational practice can come only through systematic improvement in the individual teacher. Discusses self-evaluation in terms of procedures and tools, developing goals, the selection of texts and other resources, and interpersonal relations with colleagues.

E. Evaluation and Administrative Leadership Processes

271. Hawkridge, David G., Campeau, Peggy L. and Trickett, Penelope K., Preparing Evaluation Reports: A Guide for Authors. Pittsburgh, 1970.

272. Klein, Stephen, "Evaluating Tests in Terms of the Information They Provide," Evaluation Comment. Los Angeles: University of California, June, 1970.

273. Provus, Malcolm M., and Welty, Gordon A., Training and Evaluation Workshop Materials. Pittsburgh, Office and Research, Pittsburgh Public Schools, 1969.

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274. _____ (guest ed.), "Evaluation for Administrative Action," Journal of Research and Development in Education, Vol. 3, No. 4 (Summer, 1970).

The theme of this issue was "Evaluation for Administrative Action." The articles included present evaluation models derived from three types of criteria - knowledge, value, and utility. Of special interest are:

(a) Forehand, G., "Curriculum Evaluation as Decision-Making Process," pp. 27-37.

(b) Nancy, Laurie T., "Evaluating the On-Going Public School Program," pp. 80-86.

(c) Merriman, Howard O., "From Evaluation Theory Into Practice," pp. 48-58.

275. Smithman, Harold H., and Lucio, William H., "Supervision by Objectives: Pupil Achievement as a Measure of Teacher Performance," Educational Leadership, Vol. 31, No. 4 (Jan., 1974), pp. 338-44.

Reports that pupils whose teachers were evaluated by objectives outperformed those pupils whose teachers were evaluated on a rating scale. The teachers involved expressed a preference for evaluation in terms of the performance of their pupils.

PART III

CREDIBILITY AND CLOSURE

Closure and credibility have always been essentials in education. Closure requires satisfaction with the goals that have been determined and an informed understanding that what was intended has in fact occurred. Credibility requires good information and communication flow between the public and the professionals; it requires trust in the institution called school and confidence in the individuals who provide the services and perform the necessary functions.

The move for accountability is one visible evidence of concern. Interpretations vary from (1) programs of external auditing and testing, (2) the use of educational vouchers which would provide parents and learners with choices as to which school they attend, which program emphasis they prefer, (3) an examination of data and the related insistence upon limiting the curriculum to first level cognition and skill areas amenable to easy review, (4) legislative mandates that attempt to impose particular content, goals or processes. The list is endless. The response must be appropriate.

The professional stewardship of the personal and institutional dimensions must demonstrate a responsiveness to the demands for excellence, for the appropriate allocation and use of resources, for evidence of planning and management, and for evidence of outcomes.

These assurances of adequacy must come from all segments of the school enterprise, from:

Persons--administrators, supervisors and teachers

Provisions--resources, materials and equipment

Programs--related instructional plans and processes

Products--the visible results, especially the performance of the learners

Provisions for accountability require a more complete delineation of objectives and plans than we have sometimes provided. Leadership competencies to manage the program and staff competencies to implement the program need to be defined and developed. Data are essential for planning, for implementing, for evaluating, and for providing feedback and revision. Generalized intents no longer suffice as evidence of professional or budgetary responsibility.

Taken together, these elements provide for planning, involving, implementing and communicating. If the schools are to assume their rightful place as institutions, leadership must assume responsibility for the fulfillment of the prioritized goals and the opportunities for learners to assume their place as responsible and competent citizens. To achieve these ends, planning can no longer consider only the precepts of the past; it must also include possibilities for the future.

276. Alken, M. C., "Accountability Defined," in R. W. Hostrop, J. A. Mecklenburger, and J. A. Wilson (eds.), Accountability for Educational Results, Hamden, Conn.: Shoe String, 1973.

277. Browder, Lesley, Jr. (ed.), Emerging Patterns of Administrative Accountability. Berkeley, Calif.: McCutchan Publishing Corp., 1971.

**278. _____, Atkins, William, and Kaya, Esin, Developing an Educationally Accountable Program. Berkeley, Calif.: McCutchan Publishing Co., 1973.
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279. Campbell, R. F., and Lorion, J. E., Performance Contracting in School Systems. Columbus, Ohio: Merrill, 1972.

280. Coltham, J. B., "Educational Accountability: An English Experiment and Its Outcome," School Review, Vol. 81 (1972), pp. 15-34.

*281. Combs, Arthur W., Educational Accountability: Beyond Behavioral Objectives. Wash., D. C.: Association for Supervision and Curriculum Development, 1972.

282. Cunningham, Luverne (guest editor), "What Do All Those People Want?" Theory into Practice, Vol. 8, No. 4 (Oct., 1969).

Features a number of writings on the topic, including:

(a) Briner, Conrad, "Administrators and Accountability," pp. 203-208.

(b) Cunningham, Luvern L., "Our Accountability Problems," pp. 285-292.

*283. DeNovellis, Richard L., and Lewis, Arthur, Schools Become Accountable: A PACT Approach. Wash., D. C.: Association for Supervision and Curriculum Development, 1974.

Presents guidelines for implementing an accountability plan in individual schools by applying PACT, a model for a Planning Accountability Team. (71 pp.)

284. Glass, G.V., "The Many Faces of Educational Accountability," Phi Delta Kappan, Vol. 53 (1972), pp. 636-639.

285. Hostrop, Richard, Mecklenburger, J. A., and Wilson, J. A., Accountability for Educational Results. Handen, Conn.: Linnet Books, 1973.

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286. Kaufman, Roger A., "Accountability: A Systems Approach and the Quantitative Improvement of Education - An Attempted Integration," Educational Technology, Vol. 11, No. 1 (Sept., 1971), pp. 21-25.

287. Lessinger, Leon M. (guest ed.), "A Symposium on Accountability," Journal of Secondary Education, Vol. 45, No. 8 (Dec., 1970), pp. 339-385.

Contents focus on the basic concepts of accountability, planning for accountability via management by objectives, performance contracting, professional responses to accountability, and accountability and the role of state education agencies.

*288. _____, Every Kid a Winner: Accountability in Education. New York: Simon and Schuster, 1970.

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289. _____, "Accountability for Results," American Education, Vol. 5, No. 6 (June-July, 1969), pp. 2-4.

290. _____, Tyler, Ralph W. (eds.), Accountability in Education. Worthington, Ohio: Charles Jones, 1971.

291. Marland, Sidney P., "Accountability in Education," Teachers College Record, Vol. 73, No. 3 (Feb., 1972), pp. 339-345.

*292. Mullen, David J. (ed.), Accountability. Athens, Georgia: The Georgia Assn. of Elementary School Principals and the Bureau of Educational Studies and Field Services, University of Georgia, 1971.

293. Niedermeyer, F., and Klein, S., "An Empirical Evaluation of a District Teachers' Accountability Program," Phi Delta Kappan, Vol. 54, 1972, pp. 100-103.

294. Office of Economic Opportunity, An Experiment in Performance Contracting: Summary of Preliminary Results. Wash., D. C.: The Office, 1972.

**295. Ornstein, A. C. (ed.), Accountability for Teachers and School Administrators. Belmont, Calif.: Fearon, 1973.

Provides a good collection of writings on the topic by a number of leading educators.

*296. Roberson, E. Wayne (ed.), Educational Accountability Through Evaluation. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971.

**297. Sciara, Frank and Jantz, Richard K. (Comp.), Accountability in American Education. Boston: Allyn and Bacon, 1972.

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298. Teller, Rabbi Gerald, "What Are the Myths of Accountability?" Educational Leadership, Vol. 31, No. 5 (Feb., 1974), pp. 455-458.

States seven "myths" of the accountability movement.

299. Turnbull, William W. (Chm.), Proceedings of the Conference on Educational Accountability, Chicago, Illinois, June, 1971. Princeton, New Jersey: Educational Testing Service, 1971.

Reports conference presentations made by Erick Lindman on "The Means and Ends of Accountability," (2) Mark Shedd and Francis Keppel on "Issues in Implementation," (3) James Allen on "Public Expectations," (4) Henry Dyer on "The Role of Evaluation," and (5) Edythe Gaines on "The Future of Accountability."

Proceedings of similiar conferences held in Washington, D. C., and Hollywood, California, also are available from ETS.

300. Wrightstone, J. W., Hogan, T. P., and Abbott, M. M., "Accountability in Education and Associated Measurement Problems," Test Service Notebook 33. New York: Harcourt Brace Jovanovich, 1972.

*301. ----------, "Accountability in Education," Educational Technology, Vol. 11, No. 1 (January, 1971).

Writings in this issue examine many implications of the press for accountability, e.g.:

(a) McComas, J. D., "Accountability: How Do We Measure Up?" pp. 31-33.

(b) Deterline, William A., "Applied Accountability," pp. 15-20.

(c) Deck, L. Linton, "Accountability and the Organizational Properties of School," pp. 36-37.

(d) Harmes, H. M., "Specifying Objectives for Performance Contracts," pp. 52-56.

*302. ----------, "Accountability," Journal of Research and Development in Education, Vol. 5, No. 1 (Fall, 1971).

*303. ----------, "Teacher Accountability," Nation's Schools, Vol. 89, No. 5 (May, 1972).

Feature articles in this issue include:

(a) Dyer, Henry S., "Guidelines for Drawing Accountability Boundaries," pp. 63-64.

(b) Grobman, Hulda, "Accountability for What: the Unanswered Question," pp. 65-68.

(c) Havinghurst, R. J., "Joint Accountability: A Constructive Response to Consumer Demands," pp. 46-47.

**304. ----------, "Accountability," Phi Delta Kappan, Vol. 52, No. 4 (Dec., 1970).

Devotes eight articles to the topic including:

(a) Barro, Stephen M., "An Approach to Developing Accountability Measures for the Public Schools," pp. 196-205.

(b) Durstine, Richard M., "An Accountability Information System," pp. 236-239.

(c) Wildavsky, Aaron, "A Program of Accountability for Elementary Schools," pp. 212-216.

II. Reflections on the Future

305. Anderson, Robert H., Almy, Millie, Shane, Harold, and Tyler, Ralph, Education in Anticipation of Tomorrow. Worthington, Ohio: Charles A. Jones, 1973.

306. Barnes, Ron, Learning Systems for the Future. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1972.

307. Beckwith, Burnham P., The Next 500 Years. New York: Beckwith Press, 1967.

*308. Bell, Daniel, Toward the Year 2000: Work in Progress. American Academy of Arts and Sciences. Boston, Mass.: Houghton Mifflin Co., 1967.

States that the year 2000 is already here in that our decisions today impose lines of constraint that directly shape the future.

309. Harman, Willis W., Alternative Futures and Educational Policy. Menlo Park, Calif.: Stanford Research Institute, 1970.

**310. Hensley, Stephen P., and Yates, James R. (eds.), Futurism in Education: Methodologies. Berkeley, Calif.: McCutchan Publishing Corp., 1974.

Presents systematic study of educational futurism relating fourteen technological forecasting methods to significant and substantive problem areas. The forecasting methods discussed include the Delphi, Force Analysis, the Scenario, the Decision Matrix, Relevance Trees, and Simulation. (510 pp.)

*311. Hipple, Theodore W. (ed.), The Future of Education: 1975-2000. Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1974.

Contains essays by ten leading educators on the future of education.

*312. Kahn, Herman, and Wiener, Anthony J., The Year 2000: A Framework for Speculation. New York: MacMillan, 1967.

Extrapolates from past trends into the future, illustrating what the future could be like if it becomes a larger version of the past.

*313. Leonard, George B., Education and Ecstasy. New York: Dell Publishing Co., 1968.

Visions what education could and should be in the future rather than what it is today. (239 pp.)

***314. Marien, Michael, Alternative Futures for Learning: An Annotated Bibliography. Syracuse: Educational Policy Research Center, 1971.

315. Meeker, Robert J., and Weiler, Daniel, M., A New School for the Cities. Santa Monica, Calif.: System Development Corp., 1970.

316. Morphet, Edgar L. and Ryan, Charles O. (eds.), Designing Education for the Future, Number 2.: Implications for Education of Prospective Changes in Society. New York: Citation Press, 1967.

317. _____. Designing Education for the Future, Number 3: Planning and Effecting Needed Changes in Education. New York: Citation Press, 1967.

318. Olson, Paul A., Freeman, Larry, Bowman, James (eds.), Education for 1984 and After. Lincoln, Neb.: Undergraduate Education and the Education of Teachers, 1971.

*319. Shane, Harold, "Looking to the Future: Reassessment of Educational Issues of the 1970's," Phi Delta Kappan, Vol. 54, No. 5 (Jan., 1973), pp. 326-337.

Responds to nine problem issues identified by Kappans, with future-oriented suggestions for educators in their attempt to deal with them.

**320. Toffler, Alvin, Future Shock. New York: Random House, 1970.

321. _____ (ed.), Learning for Tomorrow: The Role of the Future in Education. New York: Random House, 1974.

322. Williams, Charles, and Nusberg, Charlotte, Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Menlo Park, Calif.: Stanford Research Institute, 1973.

Analyzes trends and developments that will influence educational policy over the next twenty years, and suggests policy initiatives to assure that educational policy makers are aware of societal developments and can respond with imaginative alternatives to pressing issues.

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